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AUTHOR Pastori, Sharon; And Others
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ABSTRACT

This review of the activities of LEAP (Literacy for Every Adult Project), a free, basic skills tutorial program for adults, is divided into two parts. Part 1 provides the most recent assessment of the LEAP microcomputer learning center, which was funded in 1985 through a Library Services and Construction Act grant, and Part 2 details the early activities of the center shortly after its opening in the spring of 1984. Topics discussed in Part 1 include the spring, 1986, evaluation of the use of word processing and lesson plans for software programs, the value of incorporating computer aided instruction (CAI) in library-based literacy programs, requirements for a minimal program, and the expectations and realities of the LEAP learning center. Part 2 includes a discussion of the background and an evaluation of the project, a description of the LEAP learning center and its curriculum, a project summary and recommendations, and a 27-item bibliography. A sample lesson plan for use with software, interviews with LEAP learners, and a lengthy annotated bibliography of software programs used at the LEAP learning center are appended. (KM)

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LITERACY FOR EVERY ADULT PROJECT (LEAP)

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REPORT OF LEARNING CENTER COMPONENT

SEPTEMBER 1986

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INTRODUCTION

LEAP, Literacy for Every Adult Project, is a free basic skills tutorial program for adults living in the Richmond area. LEAP is a service of the Richmond Public Library and trains community volunteers who tutor in a one-to-one or small group setting.

In 1985 LEAP received a Library Services and Construction Act (LSCA) grant to establish a learning center using microcomputers. LEAP was funded to be a demonstration project to determine the usefulness of microcomputers to teach adults basic skills in a library based literacy program.

Part I of this report provides the most recent information and assessment of our learning center. It is a follow-up to Part II of this report. Part II, written a year ago, details the center's early activities shortly after opening.

The words of the learners are the real testimony of the computer's potential to benefit even beginning readers. We have included the texts of some interviews with LEAP learners in the appendix on page 42. These interviews illustrate their changing attitudes towards themselves and their own learning. In their own few, vivid words they say what this report presents in more detail.

LEAP has lesson plans for many of our software programs to assist tutors in planning. You may order these public domain materials at cost for $5.50.

Checks or money orders may be payable in advance to: Richmond Public Library

Orders should be sent to: Richmond Public Library - LEAP, 325 Civic Center Plaza, Richmond, California 94804

LEAP looks forward to collaborating with you, sharing ideas, failures, and successes so that we can all benefit and have the best possible programs for adult learners.

Sharon Pastori, Project Director

September 1986

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REPORT OF LEAP
LEARNING CENTER COMPONENT

PART I

SEPTEMBER 1986

Part I of this report was prepared by Sharon Pastori, LEAP Project Director

Richmond Public Library
325 Civic Center Plaza
Richmond, California 94804
415-620-6565

BACKGROUND:

SINCE THE SPRING OF 1984, LEAP (LITERACY FOR EVERY ADULT PROJECT) HAS UTILIZED VOLUNTEERS TO TUTOR RICHMOND AREA ADULTS IN BASIC READING, WRITING, AND MATH. LEAP IS A "LEARNER CENTERED" PROGRAM AND TRAINS VOLUNTEERS TO USE THE LEARNER'S GOALS, VIEWS AND LIFE EXPERIENCES AS THE BASIS OF TEACHING LITERACY. LEAP DOES NOT ADHERE TO ANY PARTICULAR METHODOLOGY, SUCH AS LAUBACH. WE DO USE SOME LVA (LITERACY VOLUNTEERS OF AMERICA) MATERIALS IN OUR TRAINING BUT PROVIDE TUTORS WITH A VARIETY OF EDUCATIONAL AIDS THAT CAN BE USED IN THEIR LESSON PLANNING.

FROM THE BEGINNING, LEAP PLANNED TO INCORPORATE COMPUTER ASSISTED INSTRUCTION (CAI) AS A SUPPLEMENT TO THE HUMAN INTERACTION OF ONE TO ONE AND SMALL GROUP TUTORING. WE WANTED TO INVESTIGATE WHETHER A LEARNING CENTER WITH MICROCOMPUTERS COULD STAND ALONE IN THE EVENT THAT THERE WERE NO LONGER FUNDS TO ADMINISTER A REGULAR TUTORING PROGRAM. WE ALSO WANTED TO EXPERIMENT WITH CAI AS AN "INNOVATIVE METHOD" AND EVALUATE ITS IMPACT ON ADULT LEARNERS AND THEIR SELF IMAGE.

IN 1985 LEAP RECEIVED A LIBRARY SERVICES AND CONSTRUCTION ACT (LSCA) GRANT TO IMPLEMENT THE TUTORING PROJECT AND TO ESTABLISH A LEARNING CENTER USING MICROCOMPUTER AND VIDEO PROGRAMS FOR LEAP ADULT LEARNERS. INITIALLY, LEAP LOOKED FOR A SINGLE, SELF-PACED, INDEPENDENT-USE COMPREHENSIVE MICROCOMPUTER READING PROGRAM APPROPRIATE FOR RICHMOND'S ADULT LEARNERS.

WE HIRED A CONSULTANT TO INVESTIGATE THE FIELD AND WERE DISAPPOINTED IN THE FINDINGS. THE SOFTWARE AVAILABLE DID NOT MEET THE CRITERIA WE HAD SET UP THAT INCLUDED BEING APPROPRIATE FOR ADULTS AND BEING FLEXIBLE FOR OUR LEARNER-CENTERED SERVICE. MANY INTEGRATED AND COMPREHENSIVE PROGRAMS WERE VERY EXPENSIVE AND MERELY A "WORKBOOK-FORMAT-ON-A-SCREEN." THESE WERE NOT A VERY CREATIVE USE OF THE COMPUTER SINCE A LEARNER COULD CHECK OUT A BOOK IN THE LIBRARY AND GET THE SAME INFORMATION.

WE DECIDED THEN TO BUY VARIOUS SEPARATE SOFTWARE PROGRAMS AND ADAPT THEM TO OUR NEEDS, INTEGRATING THEM AS A CURRICULUM. MOST OF THESE SOFTWARE PROGRAMS WERE DESIGNED FOR SCHOOL AGE CHILDREN; WE PURCHASED THOSE THAT SEEMED APPROPRIATE FOR OUR ADULT LEARNER POPULATION. IT IS IMPORTANT TO REMEMBER THAT OUR FIRST YEAR WAS A YEAR OF DEMONSTRATION AND EXPERIMENTATION TO SEE WHICH OF THESE MANY PROGRAMS WORKED BEST WITH ADULT LEARNERS. DURING THIS INVESTIGATIVE STAGE LEAP PURCHASED MICROCOMPUTER AND VIDEOTAPE PROGRAMS, A VIDEO CASSETTE PLAYER, ONE APPLE IIE MICROCOMPUTER AND ONE PRINTER.

AFTER THIS INITIAL PERIOD, LEAP RECEIVED A SECOND LSCA AWARD FOR THE CENTER TO DETERMINE IF CAI WAS A VIABLE ALTERNATIVE FOR ADULTS LEARNING HOW TO READ IN A LIBRARY BASED TUTORIAL PROGRAM. A SMALL ROOM (10 X 20) WAS RENOVATED TO SERVE AS THE CENTER. A SECOND COMPUTER WAS PURCHASED THROUGH A DONATION AND A SMALL GRANT. FINALLY, WE CONTRACTED WITH PCC,INC., A CONSULTING FIRM, TO DEVELOP A CURRICULUM, A TRAINING COMPONENT, AND TO CONDUCT AN EVALUATION AND MAKE RECOMMENDATIONS.

AS STATED EARLIER, LEAP PURCHASED A NUMBER OF SOFTWARE PROGRAMS AND HOPED TO ADAPT THEM TO SUIT OUR NEEDS. WE PLANNED TO DEVELOP A CURRICULUM THAT COORDINATED THE SOFTWARE WITH WHAT TUTORS AND LEARNERS WERE DOING IN THEIR REGULAR TUTORING SESSIONS, USING A LANGUAGE EXPERIENCE, STUDENT-CENTERED APPROACH. WE WOULD USE THE COMPUTER AS A TOOL TO INTEGRATE READING AND WRITING, AS WELL AS A TOOL FOR DRILL AND PRACTICE. LEAP AND PCC FELT THAT THE WORD PROCESSING CAPABILITIES OF THE COMPUTER COULD BE THE VEHICLE FOR THIS VISION. WORD PROCESSING ENABLES LEARNERS TO CREATE THEIR OWN MATERIAL, IN WAYS SIMILAR TO WRITTTEN LANGUAGE EXPERIENCE. THE ADDED INCENTIVE OF BECOMING FAMILIAR WITH COMPUTER SKILLS IS AN INDUCEMENT THAT IS ATTRACTIVE TO SOME LEARNERS.

WE CONTRACTED WITH PCC, INC. TO REWRITE PARTS OF THE MANUALS THAT ACCOMPANY THE SOFTWARE PROGRAMS FOR TWO REASONS: TO MAKE THEM EASIER FOR THE TUTORS TO USE; AND TO CHANGE THE ORIENTATION FROM CHILDREN TO ADULTS. LEAP WAS CAREFUL IN PURCHASING THOSE PROGRAMS THAT WOULD BE APPPROPRIATE OR ADAPTABLE FOR ADULTS. ALSO, PCC WAS TO CREATE LESSON PLANS THAT TUTORS COULD USE WITH THEIR LEARNERS. MOST OF OUR VOLUNTEER TUTORS HAVE NO TEACHING EXPERIENCE AND WE WANTED THESE LESSON PLANS TO PROVIDE ACTIVITIES WHICH WOULD HELP THEM INTEGRATE THEIR LEARNING CENTER LESSONS WITH THEIR REGULAR TUTORING LESSONS. WE ENVISIONED A CHART OUTLINING WHAT EACH SOFTWARE PIECE COULD DO TO HELP THE NOVICE TUTORS. WE EXPECTED THAT TUTORS WOULD BE THE CREATIVE PLANNERS AND TEACHERS IN THE LEARNING CENTER, GETTING TECHNICAL ASSISTANCE FROM THE LEARNING CENTER COORDINATOR.

PCC,INC. ALSO CONDUCTED SPECIAL TRAINING SESSIONS FOR TUTORS ON HOW TO USE THE COMPUTERS AND HOW TO USE WORDPROCESSING PROGRAMS. TUTORS CAME BY CHOICE TO THESE TRAININGS; WE ENCOURAGED THEM TO LEARN THIS NEW TECHNOLOGY, BUT NEVER REQUIRED IT. IN ADDITION, PCC DESIGNED AND CARRIED OUT AN EVALUATION OF THE LEARNING CENTER'S CONCEPT, ITS CONTRIBUTION TO CHANGED LEARNING ATTITUDES OF ADULT LEARNERS, AND ITS USE UP TO THAT TIME (SPRING 1985).

PCC, INC. PRODUCED AN ORGANIZATIONAL CHART AND LESSON PLANS FOR 10 DIFFERENT SOFTWARE PROGRAMS (WITH SOME ACTIVITY SHEETS FOR EACH PROGRAM) TO HELP THE TUTORS IN THEIR PLANNING. THE SKILLS CHART WE ENVISIONED---FOR INSTANCE, A TUTOR WORKING WITH CONSONANT BLENDS COULD CONSULT THE CHART LISTING EVERY SOFTWARE PIECE THAT WORKED WITH THE APPROPRIATE CONSONANT BLENDS---WAS NOT PRODUCED DUE TO THE TREMENDOUS AMOUNT OF TIME THAT WOULD HAVE TAKEN. MOST OF THE MANUALS WERE NOT REWRITTEN, BUT THE PLANS DID INCLUDE QUICK AND EASY WAYS TO GET THE PROGRAM UP AND RUNNING WITHOUT READING DOZENS OF PAGES WRITTEN IN TECHNICAL LANGUAGE. SOME PLANS DID PROVIDE FOLLOW UP ACTIVITIES THAT TUTORS COULD USE IN THEIR REGULAR TUTORING SESSIONS.

IN ADDITION, A TRAINING COMPONENT WAS DEVELOPED ON HOW TO TEACH THE NOVICE TUTOR ABOUT WORD PROCESSING. APPROXIMATELY 27 LEAP TUTORS ATTENDED WORKSHOPS ON WORD PROCESSING AND INTEGRATING READING AND WRITING. PCC DEVELOPED A TUTORIAL FOR MAGIC SLATE (A WORD PROCESSING PROGRAM) THAT TUTORS AND LEARNERS USE AS AN INTRODUCTION TO USING WORDPROCESSING. (SEE APPENDIX ON PAGE 42 FOR SAMPLE LESSON PLANS.)

THIRDLY, PCC CONDUCTED AN EVALUATION AND MADE RECOMMENDATIONS TO LEAP. UNFORTUNATELY, THE TIME CONSTRAINTS LIMITED THE CONCLUSIONS. THE EVALUATION (INTERVIEWING TUTORS AND LEARNERS AND OBSERVING LEARNING CENTER ACTIVITIES) BEGAN SHORTLY AFTER THE CENTER OPENED AND TOOK PLACE IN A PERIOD OF 3 MONTHS. PLEASE REFER TO PART 2 OF THIS REPORT TO READ A SUMMARY OF THAT EVALUATION.

THE CENTER WAS OPEN 21 HOURS WEEKLY, STAFFED BY A PROJECT ASSISTANT DIRECTOR. SHE HAS A DEGREE IN EDUCATION WITH EXPERIENCE IN ADULT BASIC EDUCATION. WE FEEL STRONGLY THAT SOMEONE WITH AN EDUCATIONAL BACKGROUND, EXPERIENCE WORKING WITH LOW LEVEL READING ADULTS AND A STRONG INTEREST IN CAI IS NECESSARY. THE COMPUTER EXPERIENCE CAN BE ACQUIRED ON THE JOB. OUR PRESENT COORDINATOR HAD NO COMPUTER BACKGROUND BUT TAUGHT HERSELF BY SPENDING HOURS READING AND USING THE COMPUTER. WE WOULD RULE OUT USING SOMEONE WITH JUST TECHNICAL EXPERIENCE BECAUSE ONE NEEDS TO KNOW HOW TO USE THE SOFTWARE EFFECTIVELY AND PROVIDE INTEPRETIVE ASSISTANCE TO LEARNERS AND TUTORS WHO ARE NEW TO BOTH EDUCATIONAL METHODS AND TECHNOLOGY.

OUR INITIAL OBJECTIVE WAS THAT TUTORS WOULD COME INTO THE CENTER, RECEIVE AN ORIENTATION TO THE COMPUTER AND CENTER (PROVIDED BY THE COORDINATOR) AND IN TURN TEACH THEIR LEARNERS. WE FOUND THE LEARNERS' INTEREST IN THE CENTER FAR EXCEEDED THAT OF THE TUTORS AND OVER HALF OF THE TIME LEARNERS WERE COMING IN ALONE. SO, THE COORDINATOR WAS FUNCTIONING IN TWO ROLES: COORDINATOR AND TUTOR. MANY LEARNERS DIDN'T HAVE THE SKILLS TO USE THE COMPUTER ALONE AND NEEDED SOMEONE TO READ THE DIRECTIONS, HELP THEM PRONOUNCE WORDS, ETC. EVEN WITH THE SIMPLEST OF PROGRAMS, LEARNERS SOMETIMES NEEDED ASSISTANCE. IN ADDITION, WE ALSO HAD TO EXAMINE WHY TUTOR INVOLVEMENT WAS LESS THAN ANTICIPATED.

1986 SPRING FOLLOW-UP:

IN THE SPRING OF 1986 PCC, INC. RETURNED FOR FOLLOW UP ACTIVITIES AND FURTHER EVALUATION. THE LEARNING CENTER HAD BEEN OPERATING FOR A YEAR, AND THE TIMING WAS APPROPRIATE FOR THEM TO HELP US ASSESS AND MOVE FORWARD. THE EVALUATION CONCENTRATED ON TWO GENERAL AREAS: THE USE OF WORDPROCESSING AND LESSON PLANS FOR SOFTWARE.

ALTHOUGH APPROXIMATELY 27 TUTORS RECEIVED TRAINING ON WORDPROCESSING, WE FOUND THAT FEW RETURNED TO THE CENTER TO PRACTICE AND, IN TURN, TO BRING THEIR LEARNERS. WE WONDERED IF TUTORS DID NOT HAVE THE TIME TO PRACTICE OR IF THEY FEARED WRITING AND DIDN'T REALLY UNDERSTAND THE INTEGRATION OF READING AND WRITING. WE FELT THAT A THOROUGH INVESTIGATION OF THE WHOLE ISSUE OF WORDPROCESSING WAS NECESSARY IN ORDER TO ASSESS THE FEASIBILITY OF WORDPROCESSING AS A CAI COMPONENT IN A LIBRARY PRINT LITERACY PROGRAM. LEAP AND PCC, INC. DEVELOPED A QUESTIONNAIRE FOR TUTORS WHO HAD HAD SOME WORDPROCESSING TRAINING IN ORDER TO SOLICIT THEIR OPINIONS OF THE TRAINING AND THE USE OF WORDPROCESSING WITH LEAP LEARNERS. IN ADDITION, LEAP AND PCC PLANNED TO INTERVIEW ALL OF THE LEAP LEARNERS WHO HAD HAD ANY EXPERIENCE WITH WORDPROCESSING. AGAIN, LEAP AND PCC,INC. DEVELOPED A SEPARATE QUESTIONNAIRE FOR THE LEARNERS.

THE SECOND FOCUS OF PCC, INC.'S WORK WAS TO REVISE OR MAKE NEW LESSON PLANS FOR SOME OF OUR SOFTWARE PROGRAMS. ALTHOUGH PCC HAD MADE NUMEROUS LESSON PLANS, FEW TUTORS WERE USING THEM. WE THOUGHT THAT PERHAPS TUTORS NEEDED TO BE MORE INVOLVED IN THE PROCESS OF MAKING THEM, AND ENVISIONED TWO WORKSHOPS WHERE TUTORS IN SMALL GROUPS WOULD DESIGN LESSON PLANS IN A FORMAT AND LANGUAGE COMFORTABLE FOR THEM.

TWENTY-SEVEN (27) QUESTIONNAIRES WERE MAILED TO LEAP TUTORS WITH A 67& RETURN RATE. THOSE WHO DIDN'T RETURN THE QUESTIONNAIRE WERE NO LONGER TUTORING AND MANY HAD HAD AN ERRATIC OR UNSUCCESSFUL EXPERIENCE WITH A LEARNER.

TUTOR FEEDBACK:

A NUMBER OF CONCERNS WERE RAISED BY TUTORS THROUGH THE QUESTIONNAIRES. THE MAIN ISSUES WERE WHAT TO DO ABOUT LEARNER MOTIVATION; HOW TO DEAL WITH THE RELUCTANT WRITER AND HOW TO INTEGRATE READING AND WRITING; HOW THE TUTOR WOULD GAIN COMPUTER EXPERTISE AND KNOW WHAT SOFTWARE WAS AVAILABLE; HOW THE LOW LEVEL READER COULD USE THE COMPUTER; HOW TO DEAL WITH KEYBOARD SKILLS; AND HOW TO ENCOURAGE INDEPENDENT USE OF THE COMPUTER WITH THEIR LEARNER.

THE WORKSHOPS:

BOTH WORKSHOPS BECAME A DISCUSSION OF THE ABOVE STATED CONCERNS, ALTHOUGH WE HAD HOPED TO COVER THE ISSUE OF LESSON PLANS AND IMPROVING TUTOR ACCESS TO THE CENTER AND ITS MATERIALS AS WELL.

LEARNER MOTIVATION:
TUTORS WERE CONCERNED ABOUT HOW TO KEEP THE LEARNER INTERESTED, HOW TO ENCOURAGE LEARNERS TO KEEP APPOINTMENTS, AND TO STICK WITH TUTORING. PART OF THIS DISCUSSION CENTERED ON HOW MUCH THE COMPUTER MOTIVATED THE LEARNER.

RELUCTANT WRITER--INTEGRATING READING AND WRITING:
SOME TUTORS FELT THAT THEIR LEARNERS DIDN'T LIKE TO WRITE. THIS FEELING WAS EXPRESSED BY THE TUTOR WITH LOW LEVEL READERS IN PARTICULAR. MANY LEARNERS WERE SO WORRIED ABOUT THEIR SPELLING THAT THEY WOULDN'T EVEN ATTEMPT TO WRITE. TUTORS WERE ENCOURAGED TO USE THE COMPUTER AS A MOTIVATIONAL TOOL TO TRY TO OVERCOME THIS ANXIETY. A FEW EXAMPLES INLUDED HAVING LEARNERS WRITE THEIR SHOPPPING LISTS, THEIR CHILDREN'S NAMES, OR DICTATE A STORY OR LETTER. THE NEXT MOTIVATIONAL STEP WOULD BE TO PRINT THESE WRITINGS SO THE LEARNER COULD TAKE THEM HOME. WE CONCLUDED THAT LEAP MUST CONTINUALLY EDUCATE THE TUTORS ABOUT THE COMPUTER'S CAPABILITIES, SO THAT THEY, IN TURN CAN SHARE THIS INFORMATION WITH THEIR LEARNERS.

SOME TUTORS WERE NOT SURE HOW TO RELATE WRITING TO READING. LEAP HAS BEEN INCORPORATING PRE-WRITING EXERCISES (INTRODUCTORY, WARM-UP EXERCISES) IN THE INITIAL TUTOR TRAINING AND INSERVICE TRAININGS TO DEAL WITH THIS PROBLEM. WE STILL BELIEVE THE WORDPROCESSING CAPABILITY OF THE COMPUTER IS A GOOD VEHICLE TO INTEGRATE READING AND WRITING AND EMPOWER LEARNERS THROUGH THEIR OWN WORDS. PCC HAS DEVELOPED LESSON PLANS FOCUSING ON THE PRE-

WRITING CONCEPT TO AID TUTORS. TUTORS NEED TO REALIZE THAT THE WORDPROCESSOR CAN BE JUST A TECHNOLOGICALLY ADVANCED APPROACH TO USING LANGUAGE EXPERIENCE.

TUTOR COMPUTER EXPERIENCE/KNOWLEDGE OF SOFTWARE PROGRAMS:
TUTORS RECOGNIZE THEIR OWN LIMITED COMPUTER EXPERIENCE AND THE NEED FOR MORE TRAINING AND PRACTICE TIME; THERE ARE NO SHORT CUTS. ONE JUST HAS TO SIT WITH THE COMPUTER, PLAY, AND EXPERIMENT. IRONICALLY, TUTORS EXPRESSED RELUCTANCE TO SCHEDULE "COMPUTER TIME" DURING REGULAR LEARNING CENTER HOURS, FEELING THEY WERE ROBBING LEARNERS OF THE COMPUTERS. LEAP HAD BEEN UNAWARE OF THIS CONCERN---NOW WE ARE MORE ACTIVELY ENCOURAGING TUTORS TO COME IN AND PRACTICE; WE MAKE IT CLEAR THAT WITHOUT THE PRACTICE THEY ARE DEPRIVING THEIR LEARNERS OF THE EXPERIENCE BECAUSE WE LIKE THE TUTOR TO ACCOMPANY THE LEARNER TO THE CENTER INITIALLY. TUTORS EXCHANGED TELEPHONE NUMBERS AND AGREED TO DEVELOP "COMPUTER BUDDIES" (COME TOGETHER AND PRACTICE OR OBSERVE MORE EXPERIENCED TUTORS IN THE LEARNING CENTER). LEAP HAS ALSO ARRANGED FOR TUTORS AND LEARNERS TO USE THE SERVICES AND EXPERTISE OF A LOCAL COMPUTER RESOURCE CENTER, A PLACE TO VIEW SOFTWARE PROGRAMS, PRACTICE THE PROGRAMS, AND GET ASSISTANCE FROM THEIR QUALIFIED STAFF. THE CENTER, DISABLED CHILDREN'S COMPUTER GROUP, IS A LOCAL CENTER AND LEAP HAS PAID FOR A 6 MONTH MEMBERSHIP; AT THE END OF THE 6 MONTH PERIOD LEAP WILL EVALUATE ITS USEFULNESS FOR LEAP AND FOR TUTORS AND LEARNERS.

JUST AS THERE ARE NO SHORT CUTS TO LEARNING THE TECHNOLOGY, THERE ARE NO SHORT CUTS TO KNOWING THE MANY DIFFERENT SOFTWARE PROGRAMS. LEAP DID PROVIDE TUTORS WITH A SOFTWARE FAIRE TO VIEW DIFFERENT PROGRAMS, BUT ATTENDANCE WAS LIMITED. LEAP ALSO PROVIDED AN ANNOTATED BIBLIOGRAPHY OF ALL THE SOFTWARE PROGRAMS, BUT APPARENTLY TUTORS HAVE NOT USED IT. MANY TUTORS MISTAKENLY THOUGHT THAT ALL OF THE SOFTWARE PROGRAMS WERE ONLY FOR THE HIGH LEVEL LEARNERS.

IT IS APPARENT THAT TUTORS PREFER TO HAVE SOFTWARE DEMONSTRATED, TO BE TEASED BY THE POSSIBILITIES, AND THEN WILL COME IN TO PRACTICE. LEAP HOPES THAT THE "BUDDY SYSTEM" WILL HELP. LEAP WILL ALSO EXPERIMENT WITH DESIGNATING SOME LEARNING CENTER HOURS EXCLUSIVELY FOR TUTORS.

THE RELUCTANCE OF SOME TUTORS IS NOT NECESSARILY A NEGATIVE FACTOR. TUTORS EXPERIENCE A SIMULTANEOUS RESISTANCE TO AND INTEREST IN THE COMPUTERS. ALTHOUGH TUTORS DON'T SEEM TO BE CONFIDENT WITH THE COMPUTERS AND PUT OFF VISITING, THEY ARE SILL INTERESTED AND EXPRESS A DESIRE TO COME. THEREFORE, LEAP WILL CONTINUE TO PROVIDE AVENUES TO MAKE THE LEARNING CENTER AND COMPUTERS MORE ACCESSIBLE.

LEARNERS' INDEPENDENT USE OF THE LEARNING CENTER:
LEAP ENCOURAGES LEARNERS TO COME TO THE LEARNING CENTER INDEPENDENTLY. WE HAVE ESPECIALLY TRIED TO ENCOURAGE INDEPENDENT USE WITH THE HIGH LEVEL LEARNERS (THOSE WHO HAVE BASIC READING SKILLS AND CAN READ ENOUGH INDEPENDENTLY TO FOLLOW SIMPLE DIRECTIONS FOR STARTING A PROGRAM AND PLAYING A GAME). INDEPENDENT USE BY THE LOW LEVEL LEARNERS CAN LEAD TO LOGISTICAL PROBLEMS BECAUSE THEY NEED MORE HELP, THEREBY STRAINING THE RESOURCES OF THE COORDINATOR.

INDEPENDENT USE OF THE CENTER IS MOST EFFECTIVE WITH THE DRILL AND PRACTICE PROGRAMS, AND NOT NECESSARILY WITH THE WORD PROCESSING PROGRAMS. MOST LEARNERS NEED A TUTOR TO HELP THEM THROUGH THE WRITING PROCESS: GENERATING IDEAS, GETTING FEEDBACK, EDITING, REWRITING, ETC. FOR THIS REASON, AND BECAUSE LEARNERS LOVE THE DRILL AND PRACTICE PROGRAMS, LEAP DOES SEE A REAL USE FOR THEM. THEY NOT ONLY REINFORCE SKILLS BUT CONTRIBUTE TO LEARNER MOTIVATION.

IN ADDITION, INDEPENDENT VISITS GIVE THE LEARNER MORE LEARNING TIME. WE ALSO HOPE TO ENCOURAGE LEARNERS TO COME IN PAIRS; THEY CAN HELP EACH OTHER SOUND OUT DIFFICULT WORDS, DECIPHER DIRECTIONS, ETC.

KEYBOARDING SKILLS:
TUTORS WHO WERE UNAWARE OF THE AVAILABLE SOFTWARE DID NOT KNOW THAT LEAP HAD TWO SOFTWARE PROGRAMS TO TEACH KEYBOARDING SKILLS. AGAIN, IT IS IMPORTANT FOR TUTORS TO KNOW WHAT IS AVAILABLE IN THE LEARNING CENTER AND FOR LEAP TO MAKE ACCESS AS EASY AS POSSIBLE FOR BOTH LEARNERS AND TUTORS.

LEARNER FEEDBACK:

AS STATED EARLIER, NINE (9) LEAP LEARNERS WHO HAD USED WORDPROCESSING WERE INTERVIEWED BY PCC STAFF. WHAT FOLLOWS ARE SOME OF THEIR COMMENTS. SEE APPENDIX ON PAGE 42 FOR TEXTS OF LEAP ADULT LEARNER INTERVIEWS.

ALL OF THE LEARNERS INDICATED ENTHUSIASM FOR THE LEARNING CENTER AND THEIR EXPERIENCE WITH THE COMPUTER. LEARNERS INTERVIEWED RANGED FROM THEIR TWENTIES TO THEIR EIGHTIES. ALL FELT THAT LEAP AND THE LEARNING CENTER HAD MADE A DRAMATIC AND IMPORTANT DIFFERENCE IN THEIR LIVES. MANY FELT THAT THE PROGRESS ATTAINED THROUGH THE PROGRAM AND THE CENTER HAS MADE THEIR JOBS EASIER BECAUSE THEY ARE ABLE TO PERFORM MORE COMPETENTLY. OTHERS FELT MORE SELF-CONFIDENT; THEY COULD EXPRESS AND ASSERT THEMSELVES MORE FREELY. FINALLY, ALL OF THE INTERVIEWEES FELT THAT LEAP AND THE CENTER WERE HELPING THEM ACCOMPLISH THEIR GOALS, WHETHER THOSE WERE PASSING THE GED, BEING ABLE TO READ THE BIBLE, FINDING A JOB, OR ENROLLING IN COLLEGE.

LEARNERS, AS WELL AS TUTORS, NEED TO BE EDUCATED CONSTANTLY ABOUT THE CAPABILITIES OF THE COMPUTER. LEARNERS, LIKE TUTORS, FELT THAT THEY HAD TO HAVE A HIGH READING LEVEL TO USE THE COMPUTERS. SOME FELT THEY NEEDED TO HAVE MORE PERSONAL WORK WITH THEIR TUTORS, ADVANCE TO A HIGHER LEVEL, AND THEN GO TO THE CENTER.

MOTIVATION AND WORDPROCESSING WITH THE RELUCTANT WRITER:
THE RESULTS OF THE LEARNER INTERVIEWS ARE TESTIMONY THAT SOFTWARE PROGRAMS SHOULD MOVE BEYOND DRILL AND PRACTICE AND USE WORDPROCESSING AS THE VEHICLE OF LITERACY ACQUISITION. ALL INTERVIEWEES FELT THAT THE COMPUTER HELPED THEM TREMENDOUSLY IN READING, WRITING AND SPELLING. ONE LEARNER RECALLED STARTING TO WRITE A STORY ABOUT HIS EXPERIENCES IN THE ARMY'S BASIC TRAINING. HE ENJOYED THE WORDPROCESSING "BECAUSE IT WAS EASIER TO WRITE SOMETHING I KNOW THAN TO READ SOMETHING I DIDN'T KNOW." THIS LEARNER IS NOW ENROLLED AT THE LOCAL COMMUNITY COLLEGE AND IS GOING TO "STICK WITH COMPUTERS AND WRITING" BECAUSE HE IS REQUIRED TO WRITE IN ALL OF HIS COURSES, AND HE PLANS TO INVESTIGATE THE USE OF COMPUTERS AT THE COLLEGE.

MANY LEARNERS EXPRESSED FEELING BADLY BECAUSE "MY HANDWRITING IS SLOPPY" BUT THAT THE WORDPROCESSOR WAS FUN "BECAUSE I CAN WRITE AND MY HANDWRITING DOESN'T MATTER." LEARNERS ENJOYED MAKING DELETIONS AND CORRECTIONS WITHOUT HAVING TO RE-WRITE AND LIKED SEEING A NEAT PRINT-OUT OF THEIR WORK. ONE LEARNER SAID, "THE COMPUTER GIVES ME A FEELING OF POWER. IF I MAKE A MISTAKE I CAN DELETE IT." ANOTHER COMMENTED, "I USED TO BE LAZY WHEN IT CAME TO WRITING; NOW I WRITE MORE AND ENJOY IT MORE." THIS LEARNER JUST WROTE A LETTER TO THE GOVERNOR AND HAS WRITTEN AN ARTICLE FOR THE LEAP LEARNERS NEWSLETTER.

ANOTHER LEARNER RECALLED THE FIRST TIME SHE USED THE WORDPROCESSOR, WROTE A LETTER TO HER DAUGHTER AND FOUND SHE HAD AN EASIER TIME OF "WORDING THINGS." LIKE OTHER LEARNERS SHE FELT THAT WRITING "MY OWN STORIES HAS IMPROVED MY SPELLING." OTHER LEARNERS ALSO LIKE TO PRACTICE WRITING NOW: "I SOMETIMES WRITE ABOUT MY LIFE AND HOW I FEEL ABOUT IT, ABOUT MY FEELINGS AND THINGS I WANT TO SAY BUT I CAN'T SET OUT VERBALLY." SOME SAID IT "WAS NOW EASIER TO WRITE AT WORK," THAT THEY "USED TO HAVE TO LOOK EVERY WORD UP IN THE DICTIONARY HIDDEN SOMEWHERE IN MY DESK."

OBVIOUSLY LEARNERS WERE VERY INTERESTED AND MOTIVATED BY THE COMPUTER: "I CAN NOW WRITE TO MY SISTER"; "IT HELPS ME WITH SPELLING"; "IT HELPS ME RECOGNIZE WORDS"; "THE COMPUTER IS EASY TO USE AND MAKE CHANGES"; "I KNOW RIGHT AWAY IF I'M RIGHT OR WRONG"; "IT'S FUN TO USE MACHINES"; "HANDWRITING IS HARD WORK AND THE COMPUTER MAKES IT EASIER."

LEARNERS USING COMPUTERS INDEPENDENTLY:
LEARNERS LIKE THE COMPUTER BECAUSE "IT IS REPETITIOUS AND I KNOW THAT I HAVE TO DO SOMETHING OVER AND OVER, AND THEN SOMETHING WILL STICK." "THIS IS MUCH EASIER WITH A MACHINE THAN WITH A TUTOR DOING THE SAME THING OVER AND OVER." LEARNERS APPRECIATE THAT COMPUTERS "LET YOU KNOW WHEN YOU DO SOMETHING WRONG AND THEY REWARD YOU WHEN YOU DO IT RIGHT."

SHOULD LIBRARY BASED LITERACY PROGRAMS CONSIDER CAI??

LEAP HAD ALWAYS SEEN VALUE IN INCORPORATING CAI (COMPUTER ASSISTED INSTRUCTION) WITH REGULAR TUTORING. RESEARCH POINTS TO ITS MANY POSITIVE EFFECTS: IT IS PRIVATE, INDEPENDENT, NON-JUDGMENTAL AND GIVES ONE "HANDS ON" EXPERIENCE IN TODAY'S CHANGING TECHNOLOGICAL WORLD. WHILE LEARNERS OFTEN WANT MORE LEARNING TIME THAN THE 2 - 3 HOURS PER WEEK THAT THE VOLUNTEERS CAN PROVIDE, LEAP HAS FOUND THAT THE TECHNOLOGY CAN NOT STAND ALONE. A HIGHER LEVEL LEARNER CAN USE THE CENTER INDEPENDENTLY, BUT LEAP FINDS THAT THE TECHNOLOGY WORKS BEST IN A SUPPLEMENTAL ROLE AND THAT THE HUMAN INTERACTION AND GUIDANCE OF TUTORING IS IMPORTANT.

CUR SHORT EXPERIENCE (1 1/2 YEARS) HAS SHOWN THAT THE MICROCOMPUTERS HAVE BEEN A TREMENDOUS ASSET TO OUR LITERACY PROGRAM. ONE BIG REASON TO USE SUCH AN APPROACH IS THE CHANGE IN THE LEARNERS' ATTITUDE TOWARDS THEIR OWN LEARNING AND THE CONFIDENCE WHICH THEY GAIN. ALTHOUGH A STRONG POINT OF THE COMPUTER IS REINFORCING SKILLS THROUGH DRILL AND PRACTICE, WE ARE ALSO VERY COMMITTED TO INCORPORATING THE WORDPROCESSING CAPABILITIES. WE BELIEVE WRITING SKILLS ARE AS IMPORTANT AN ASPECT OF LITERACY AS READIDNG SKILLS. A PROGRAM THAT ADHERES TO A SPECIFIC METHODOLOGY, SUCH AS LAUBACH, MAY NOT BE AS INTERESTED IN THIS ASPECT OF COMPUTER USE BUT SINCE OUR PROGRAM UTILIZES A GREAT DEAL OF LANGUAGE EXPERIENCE, WORDPROCESSING IS A GOOD VEHICLE TO INTEGRATE BOTH READING AND WRITING.

ANOTHER IMPORTANT QUESTION FOR LIBRARIES TO CONSIDER IS THE FINANCIAL REQUIREMENT FOR KEEPING A CENTER OPEN AND RUNNING. OUR CURRENT LEARNING CENTER COORDINATOR'S SALARY IS PAID FOR BY OUR CLSA (CALIFORNIA LIBRARY SERVICE ACT) GRANT WHICH PARTIALLY FUNDS OUR PRINT LITERACY PROGRAM. OTHER RESOURCE CONSIDERATIONS INCLUDE: SPACE, FURNITURE, HARDWARE, SOFTWARE, AND GENERAL OPERATING EXPENSES.

WHAT IS NEEDED FOR A MINIMAL PROGRAM?

MANY LIBRARIES HAVE A PUBLIC ACCESS MICROCOMPUTER AND MAY WONDER IF IT CAN BE USED TO BEGIN A CAI LITERACY SERVICE. IF IT IS LOCATED IN A QUIET, PRIVATE AREA AND THE LIBRARY CAN PROVIDE STAFF RESOURCES, IT IS A BEGINNING. THE LOW LEVEL LEARNERS WILL APPRECIATE THE QUIET, PRIVATE LOCATION AS A PROTECTION OF THEIR PRIVACY SINCE MOST PREFER WORKING WITHOUT PEOPLE PEERING OVER THEIR SHOULDER. HIGH LEVEL LEARNERS MAY BE ABLE TO HANDLE THE COMPUTER BY THEMSELVES BUT THE MID TO LOW LEVEL LEARNERS WILL NEED ASSISTANCE, FROM EITHER A COORDINATOR OR A TUTOR. REMEMBER, A TUTOR MUST HAVE PRIOR EXPERIENCE WITH THE COMPUTER AND THE EDUCATIONAL SOFTWARE, AS WELL AS REGULAR REINFORCEMENT OR TRAINING. WE FIND THAT MOST TUTORS HAVE DIFFICULTY DECIDING WHAT SOFTWARE TO USE AND SEEK THE HELP OF OUR COORDINATOR WHO CAN EASILY MAKE SUGGESTIONS DUE TO HER EDUCATIONAL BACKGROUND AND HER FAMIILIARITY WITH THE SOFTWARE PROGRAMS.

WITH APPROXIMATELY 10 - 12 SOFTWARE PROGRAMS, A PUBLIC ACCESS COMPUTER WITH TIME RESERVED FOR ITS USE WITH THE LITERACY PROGRAM AND QUALIFIED STAFF TO OVERSEE ITS OPERATION AND TRAIN THE VOLUNTEER TUTORS, ONE CAN BEGIN.

A SMALL LEARNING CENTER: WHAT'S NEEDED?

THE FOLLOWING MINIMAL COSTS ARE APPROXIMATE.

TOTAL COSTS (EXCLUDING STAFF RESOURCES).....$6500

COMPUTER.....$1100 - 1600
(APPLE IIE IS WHAT WE CHOSE BECAUSE OF THE CURRENT AVAILABILITY OF EDUCATIONAL SOFTWARE. THE ABOVE PRICE RANGE IS FOR APPLE IIE AND APPLE MACINTOSH PLUS. BOTH ARE AVAILABLE DIRECTLY FROM APPLE THROUGH A GOVERNMENT STATE BUY PROGRAM -MUST BE NON-PROFIT AND PROVIDE A TAX ID NUMBER.)

FOR THE ABOVE QUOTED PRICES: PHONE 408/734-9790

ONE PRINTER.....$350
(WE CHOSE AN EPSON RX80 BUT THERE ARE MANY GOOD ONES AVAILABLE)

SOFTWARE.....$500*
* FIVE HUNDRED DOLLARS ($500) IS ENOUGH TO START A MINIMAL PROGRAM. THE LIST BELOW INCLUDES MORE EXPENSIVE ITEMS.

OUR MOST POPULAR PROGRAMS INCLUDE:
COMPREHENSION POWER
HARTLEY'S ROOTS/AFFIXES
MAGIC SLATE (WORD PROCESSING PROGRAM)
MICRO READ
MICRO SPELL
M-SS-NG L-NKS
PRINT SHOP
SRA MATH (SCIENCE RESEARCH ASSOCIATES)
WORD ATTACK
WORD MASTER
WORD RADAR
WORD SPINNER

SEE APPENDIX ON PAGE **57** FOR AN ANNOTATED SOFTWARE LIST.

OPERATING EXPENSES (START UP).....$1500
(COMPUTER PAPER, PRINTER RIBBONS, BLANK DISKS, GENERAL OFFICE SUPPLIES, SECURITY SYSTEM FOR COMPUTER, WARRANTY CONTRACT FOR SERVICING COMPUTER AND PRINTER)

OTHER EXPENSES (ITEMS THAT HELPED US TREMENDOUSLY)....$2500
(FILING CABINET WITH HANGING FILES FOR STORING SOFTWARE AND LESSON PLANS ALPHABETICALLY, BINDERS TO REPACKAGE SOFTWARE THAT COMES IN FLIMSY PACKAGING AND TO STORE LEARNER WORK, SHELVING TO DISPLAY MOST FREQUENTLY USED SOFTWARE PROGRAMS,

AND TABLES WITH WHEELS WHICH GIVE YOU THE FLEXIBILITY TO MOVE AROUND EQUIPMENT TO MAXIMIZE A SMALL AMOUNT OF SPACE. WHEELS ALSO HELP MOVE HARDWARE TO DIFFERENT PHYSICAL LOCATIONS IF YOU ARE PLANNING A SOFTWARE FAIRE OR WORKSHOP.)

STAFF COSTS WILL VARY DEPENDING UPON ONE'S RESOURCES, SALARIES, SCHEDULES, ETC.

WE CURRENTLY HAVE A LEARNING CENTER COORDINATOR WHO HAS AN EXTENSIVE EDUCATIONAL BACKGROUND (I STATED THE RATIONALE FOR THIS ABOVE). SHE WORKS 30 HOURS PER WEEK---24 HOURS STAFFING THE LEARNING CENTER AND 6 HOURS MAINTAINING RECORDS, KEEPING UP THE LEARNING CENTER AND ATTENDING MEETINGS.

EXPECTATIONS/REALITIES OF THE LEAP LEARNING CENTER- HOW TO GET A CENTER UP AND RUNNING:

INITIALLY THE LEARNING CENTER WAS OPEN 21 HOURS PER WEEK WITH THE COORDINATOR'S REMAINING 9 HOURS DEVOTED TO LEARNING CENTER SET UP, UPKEEP AND STAFF MEETINGS. GETTING A CENTER UP AND RUNNING ALWAYS TAKES LONGER THAN ONE ANTICIPATES AND A GREAT DEAL OF TIME IS NEEDED JUST TO SURVEY, PRACTICE AND EVALUATE THE PROGRAMS, REPACKAGE THEM, AND MAKE EASY-TO-READ SIGNS ON HOW TO USE THE EQUIPMENT, TO NAME A FEW. LEAP FEELS IT IS IMPORTANT TO ALLOW AMPLE PREPARATION TIME IN ORDER TO INSURE A SMOOTHLY RUNNING OPERATION.

LEAP SCHEDULE:
INITIALLY OUR CENTER WAS OPEN WEDNESDAY - SATURDAY (WEDNESDAY 2:00 - 8:00 P.M.; THURSDAY 10:00 A.M. - 2:00 P.M. & 5:00 P.M. - 8:00 P.M.; FRIDAY AND SATURDAY 10:00 A.M. - 2:00 P.M.). WE FELT THAT WORKERS WOULD WANT THE SATURDAY HOURS BUT ATTENDANCE WAS VERY LOW ON SATURDAYS. RECENTLY, WE HAVE ADJUSTED THE HOURS BASED ON LEARNER AND TUTOR FEEDBACK: MONDAY -THURSDAY (MONDAY 5:00 - 8:00 P.M.; TUESDAY 9:00 A.M - 12:00 P.M. & 5:00 - 8:00 P.M.; WEDNESDAY 9:00 A.M. - 12:00 P.M., 1:00 - 4:00 P.M. & 5:00 - 8:00 P.M.; THURSDAY 9:00 A.M. - 12:00 P.M. & 5:00 8:00 P.M.). LEAP IS NOW OPEN A TOTAL OF 24 HOURS WEEKLY.

SPACE CONSTRAINTS:
THE LEARNING CENTER COORDINATOR IS CURRENTLY THE ONLY PERSON STAFFING THE CENTER. AS TUTORS GROW MORE FAMILIAR AND COMFORTABLE WITH THE TECHNOLOGY AND SOFTWARE WE HOPE THEY WILL GIVE ADDITIONAL HELP OCCASIONALLY. WE HAVE HAD SOME INQUIRIES FROM COMMUNITY PEOPLE WHO WANT TO HELP IN THE CENTER. OUR SMALL SPACE IS AN ISSUE; IT WOULD BE DIFFICULT TO ACCOMODATE AN "ASSISTANT" IN THE CENTER. IDEALLY, WE WOULD LIKE ENOUGH SPACE TO HAVE MORE COMPUTERS BECAUSE THERE IS CERTAINLY ENOUGH DEMAND FOR THEM. IN ADDITION, WE WOULD LIKE TO HAVE A SMALL TABLE WHERE TUTORS COULD SIT AND REVIEW SOFTWARE MANUALS AND SOFTWARE REVIEWS, READ AND PREPARE LESSON PLANS, AND WHERE LEARNERS COULD WORK TOGETHER AS WELL.

THE LEARNER, TUTOR AND COMPUTER TRIANGLE:

INITIALLY, LEAP DEVOTED A GREAT DEAL OF TIME TO DEVELOPING A LEARNER CENTERED ENVIRONMENT. WE ARE PLANNING WAYS TO IMPROVE THE LEARNER, TUTOR, AND COMPUTER TRIANGLE. TUTORS NEED A LOT OF TIME TO PRACTICE. SINCE WE WANT LEARNERS TO COME WITH THEIR TUTORS, WE HAVE TO MAKE SURE THAT THE TUTORS ARE GETTING THE TIME THEY NEED TO BECOME COMFORTABLE AND STILL GET THE LEARNER STARTED AS QUICKLY AS POSSIBLE.

LEAP HELPS TUTORS IN THIS PROCESS. RECOGNIZING THAT THE LEARNING CENTER ACTIVITIES WERE NOT INTEGRATED WITH THE ACTIVITIES OF THE REGULAR TUTORING PROGRAM, WE HAVE CHANGED OUR INITIAL TUTOR ORIENTATION IN ORDER TO PLACE GREATER EMPHASIS ON THE LEARNING CENTER. TUTORS VISIT THE CENTER, PLAY WITH EDUCATIONAL GAMES, AND OTHER SOFTWARE PROGRAMS FOR REINFORCING READING SKILLS. THIS IS A TEASER TO GET THEM HOOKED ON THE CENTER CONCEPT SO THEY WILL START USING IT AS SOON AS THEY START MEETING WITH A LEARNER.

THE TUTOR HAS A CRITICAL ROLE TO PLAY IN HELPING THE LEARNER INTEGRATE DRILL AND PRACTICE OF SPECIFIC SKILLS WITH "ORDINARY" READING AND WRITING AND WITH THE LEARNER'S GOALS. OUR EXPERIENCE SUGGESTS THAT TUTORS NEED A GREAT DEAL OF HELP KEEPING THOSE GOALS IN THE FOREFRONT AND USING THE COMPUTER AS A TOOL. OTHERWISE, THEY HAVE A TENDENCY TO LET THE SOFTWARE "TAKE OVER." WE HAVE ALSO HELPED TUTORS MORE IN GOAL SETTING WITH THEIR LEARNERS, SHOWING THEM HOW THEY CAN INTEGRATE THEIR REGULAR LEARNING SESSIONS WITH LEARNING CENTER ACTIVITIES. WE HAVE BEGUN SCHEDULING TUTOR CONFERENCES AFTER TUTORS HAVE WORKED FOR SIX MONTHS TO A YEAR TO HELP THEM WITH THIS INTEGRATION.

INITIALLY, THE TUTORS AND LEARNERS DEPENDED ON THE COORDINATOR TO SCHEDULE THEM AND TO CHOOSE AND RETREIVE THE MATERIALS. THE ADDITION OF FILING CABINETS AND SHELVING HAS MADE IT EASIER FOR TUTORS AND LEARNERS TO OPERATE MORE INDEPENDENTLY, SELECTING THEIR OWN MATERIALS. ORIGINALLY, THE SOFTWARE HAD BEEN HOUSED IN A CABINET JUST OUTSIDE THE LEARNING CENTER. NOW EVERYTHING IS STORED INSIDE THE CENTER AND MANY PROGRAMS ARE EASILY AVAILABLE ON THE SHELVES. WE ALSO HAVE A NEW SYSTEM OF INDEPENDENT SIGN UP ON A BOARD POSTED OUTSIDE THE LEARNING CENTER DOOR, SO PEOPLE CAN SIGN UP FOR TIME EVEN WHEN THE LEARNING CENTER IS CLOSED. AS ONE LEARNER STATED, THE COORDINATOR "USED TO PICK OUT SOFTWARE PROGRAMS FOR ME TO USE. NOW I CAN PICK OUT THE SOFTWARE BY MYSELF. SHE HELPS ME WHEN I NEED IT AND I REALLY APPRECIATE IT BECAUSE SHE ONLY HELPS WHEN I ASK HER TO."

CONCLUSIONS:

OUR SHORT TIME OF OPERATION HAS CONFIRMED OUR IDEA THAT CAI WOULD BE A VALUABLE ADDITION TO OUR PRINT LITERACY PROGRAM AND WOULD MOTIVATE LEARNERS. THE CENTER HAS NOT ONLY GIVEN THEM ADDED LEARNING TIME, BUT HAS CONTRIBUTED TO BUILDING LEARNERS' CONFIDENCE. MOST IMPORTANTLY, WE HAVE FOUND THAT THE INTERACTION AND GUIDANCE OF THE TUTOR IS ESSENTIAL AND HELPS THE COMPUTER REINFORCE THE WORK OF REGULAR TUTORING.

AFTER 1 1/2 YEARS WE HAVE A STEADY CLIENTELE OF APPROXIMATELY 1/4 OF OUR TUTORS AND LEARNERS USING THE CENTER (OUT OF A TOTAL AVERAGE OF 100 TUTORS AND 100 LEARNERS). APPROXIMATELY 5-10 SESSIONS PER WEEK IN THE CENTER ARE LEARNERS COMING IN ALONE.

WE BELIEVE THAT THE COMPUTER IS A CREATIVE AND INNOVATIVE VEHICLE FOR INTEGRATING READING AND WRITING. BUT THE YEAR'S USE HAS ALSO MADE US VERY AWARE OF SOME SURPRISING BENEFITS OF USING IT FOR DRILL AND PRACTICE.

LEARNERS DO LIKE DRILLS ON THE COMPUTER. WHILE DRILL AND PRACTICE CAN BE HANDLED THROUGH WORKBOOKS, USING THE COMPUTER IS EXCITING AND MORE INTERESTING. LEARNERS GET A POWERFUL SENSE OF CONTROL OVER THEIR OWN LEARNING FROM SOMETHING THEY CAN USE INDEPENDENTLY. THEY ENJOY SEEING PROGRESS WITH SCORES, ACCUMULATING LESSONS, AND GUIDED PRACTICE. THEY LIKE THE INSTANT FEEDBACK, KNOWING IMMEDIATELY WHETHER THEY ARE RIGHT OR WRONG. FOR MANY ADULTS, EVEN THOSE WITHOUT FAMILIARITY WITH THE KEYBOARD, THE COMPUTER IS EASIER TO USE THAN A PEN OR PENCIL. AND FINALLY, SOME LEARNERS TAKE RISKS MORE OFTEN ON THE COMPUTER, AND ARE LESS AFRAID OF EMBARRASSING THEMSELVES (IT'S JUST A MACHINE).

THE USE OF WORDPROCESSING HAS BEEN A MEANS OF EXTENDING LANGUAGE EXPERIENCE AND CONNECTING READING AND WRITING. BECAUSE THE WORDPROCESSOR MAKES WRITING EASIER, IT HAS HELPED TO BREAK DOWN SOME OF THE LEARNERS' BLOCKS ABOUT WRITING. MANY LEARNERS ARE MORE CONFIDENT ABOUT WRITING NOW AND INTERESTED IN DOING MORE OF IT. THE TUTOR IS INTEGRAL TO THIS, AND AS STATED EARLIER, NEEDS A GREAT DEAL OF TRAINING, BOTH IN USING THE SOFTWARE AND IN LESSON PLANNING.

IT IS IMPORTANT TO REMEMBER THAT THE LEAP LEARNING CENTER HAS BEEN A DEMONSTRATION PROJECT AND WE ARE LEARNING AND CHANGING DAILY. A COUPLE OF AREAS WE WOULD LIKE TO EXPLORE BUT HAVEN'T YET INVOLVE USING THE COMPUTER AS A VEHICLE FOR LEARNERS TO COMMUNICATE WITH EACH OTHER. WE WOULD LIKE TO PARTICIPATE IN A LEARNER "BULLETIN BOARD," AND SEE HOW LEARNERS LIKE GETTING AND SENDING ELECTRONIC MAIL. AND WE'D LIKE TO HAVE LEARNERS CREATE MATERIALS FOR EACH OTHER ON THE COMPUTER: GAMES, PUZZLES, ETC. EASY TO USE SOFTWARE EXISTS FOR THIS PURPOSE.

WE WOULD ALSO LIKE TO EXPAND AND BUILD ON DEVELOPING TECHNOLOGY. CURRENTLY, EDUCATIONAL AND TRAINING MATERIALS ARE BEING DEVELOPED FOR USE ON A COMPUTER CONNECTED TO A VIDEO CASSETTE RECORDER. THIS TECHNOLOGY, CALLED INTERACTIVE VIDEO, COULD OPEN UP NEW HORIZONS, ESPECIALLY WITH THE LOW LEVEL ADULT LEARNER. WE ARE ALSO CURIOUS ABOUT POSSIBILITIES OPENED UP BY SPEECH SYNTHESIS.

AS WELL AS NEW TECHNOLOGY, WE HOPE THE FUTURE BRINGS US NEW SOFTWARE PROGRAMS THAT ARE SPECIFICALLY DESIGNED WITH THE ADULT NEW READER IN MIND, AND NOT FOR CHILDREN.

AS WE COMPLETE THIS PERIOD OF DEMONSTRATION, WE LOOK TO THE FUTURE OPTIMISTICALLY, BUT WITH SEVERAL QUESTIONS STILL PARAMOUNT IN OUR DESIRE TO SERVE ADULT LEARNERS SUCCESSFULLY: HOW TO IMPROVE AND EXPAND THE TUTORS' TRAINING FOR USING THE CENTER; HOW TO HELP TUTORS INTEGRATE LEARNERS' GOALS WITH LEARNING CENTER ACTIVITIES; HOW TO EXPAND LEARNING CENTER HOURS; AND FINALLY, HOW TO ACCOMODATE LEARNERS' INDEPENDENT USE OF THE CENTER.

REPORT OF
LEAP LEARNING CENTER COMPONENT

PART II

SEPTEMBER 1985

Part II of this report was prepared by PCC, Inc. in collaboration with LEAP staff, tutors, and learners

Richmond Public Library
325 Civic Center Plaza
Richmond, California 94804
415-620-6565

PCC, Inc.
Jane Nissen Laidley,
Director
2682 Bishop Drive, #107
San Ramon, CA 94583

Since the Spring of 1984, the Literacy for Every Adult Project (LEAP) at the Richmond Public Library has been assisting functionally illiterate adults (aged sixteen years and over) to improve their reading, writing, and mathematical skills and develop the confidence they need to achieve their goals. This includes recruiting learners and volunteer tutors, training tutors, matching learners with tutors, organizing learning groups when appropriate, and providing LEAP staff support for the project's participants.

Richmond is a city with approximately 75,000 people located sixteen miles north of San Francisco, California. It is a diversified city with both light and heavy manufacturing and service industries, commercial centers and residential neighborhoods ranging from affluent to low income. Richmond has a minority population of approximately 60% composed primarily of Blacks (48%), Hispanics (10%), and Asians (5%). Richmond also has a relatively large youth population of approximately 30% less than 19 years of age. The most recent unemployment rates of 10% are above the 7% national average. There is a 40% no pass rate on entrance tests taken at a local job training agency.

LEAP is just one program that serve adults in the Richmond area, but one that fulfills a specific need for some learners. Adults work at building confidence and skills to enable them to move on to other programs such as adult school, community college, job training, or direct employment. Adults stay with the program an average of six months. LEAP sees itself as a transitional, informal education program rather than a formal educational project.

The public library setting is especially appropriate for LEAP's effective outreach and accessibility. It has a civic center location in downtown Richmond. The library is a less structured, open facility with abundant educational resources and a patron (or consumer) orientation. The library gives LEAP a central location for meetings, training, instructional materials, and the new Learning Center, but project participants are not limited to that particular environment. LEAP instruction frequently takes place in the library, but it also uses other public sites (churches, community centers, etc.) appropriate and convenient for the one-to-one or small group tutoring that occurs several hours per week.

The overall objective of LEAP is to facilitate the learner's achievement of their goals. Learners' goals, however, are diverse; some are interested in attaining a rudimentary reading ability or preparing for the GED or job skill tests, others are preparing for enrollment in more advanced educational settings. The one-to-one nature of LEAP's teaching process (i.e., one tutor per learner), and the flexibility and accessibility of the project is intended to accomodate these diverse needs.

In addition, LEAP attempts to be a "learner-centered" project. Volunteer tutors are given training and workshops on how to use the learner's view of the world as the basis of teaching literacy. Using the learner's perspective as the basis of instruction gives the learner a more active role in the learning process and encourages relevancy in lesson content.

LEAP continues to experiment with established and innovative literacy methodologies to better meet the needs of its diverse participating population. The methodologies identified by LEAP are: tutorial (proven); audio-visual materials (proven); Freire method (innovative); and, computer-assisted instruction (innovative). These are incorporated into the overall project through training, outside consultation, and curricular development for LEAP staff, tutors, and learners.

In the Spring of 1984, LEAP hired a consultant to investigate appropriate software for Richmond adults. LEAP was looking for a single, self-paced, independent-use program to assist with reading instruction for an adult learner. The "workbook-on-a-screen" programs they found either did not accommodate LEAP philosophy or methodology, or in most cases, both. The development of a new software program was ruled out by cost. The remaining option was to purchase existing software that might be appropriate for low-achieving adults and adapt it to the needs of the learners. LEAP started by purchasing existing software.

In the early Spring of 1985, LEAP established a Learning Center for its participants. Many learners expressed the need for more learning time than the two to three hours per week that tutoring currently offered. Hoping to provide a self-paced, private and non-judgmental environment, where the adult learner might have greater control of his/her own learning, flexibility of scheduling, and hands-on experience with

technology, two Apple IIe's, various educational software, and other audio-visual equipment were purchased. A staff member was hired to direct and coordinate this component of the program.

At the same time, LEAP contracted for six months of PCC consulting to develop a curriculum for the use of microcomputers by LEAP participants, provide program training and in-services related to language arts methodology and computer use for adult literacy purposes, and carry out an evaluation of the Learning Center within the context of the whole program.

The Evaluation:

General Description:

LEAP contracted with PCC to carry out an evaluation of its recently established Learning Center and the function of the microcomputer as a learning component for adult literacy. Our beginning questions were: Does computer assisted instruction work within a library setting for teaching illiterate adults? Do learner attitudes change as they use the Learning Center? Can we say anything about motivation for learning as a result of learner use of the Learning Center?

An evaluation document was submitted to LEAP at the end of the project in September. It delineates PCC's methodological choices in detail, incorporates statistical and observational data gathered and their comprehensive analyses, and provides specific recommendations. In contrast, this document hopes to provide the reader with a synoptic and narrative account of the evaluation.

In order to assess the actual role and use of the Learning Center, PCC and LEAP decided that a more expansive evaluation (one which reflects the complex interrelations of the program as a whole) was necessary. The evaluation would be strengthened by taking into account the innovative and distinct features of LEAP. For example, the LEAP program is dependent on volunteers, eliminates the structure of formal educational settings, and because of its connection to the Richmond Public Library, provides community accessibility which is not dependent on specific enrollment

procedures or other formal mandates. An understanding of these relationships is important in understanding a particular program component.

PCC's research and evaluation is preliminary. It does not evaluate a static and established environment, but one which changes on a daily basis. Because LEAP's Learning Center is new to the program, it continues to develop through trial and error software evaluation, staff expertise, identification of tutor and learner needs, and training. The usefulness of the evaluation is its direction for further identification of LEAP's participants (who they are and what they need), its suggested alternatives for strengthening the existing program as it develops, and its insight into the areas of the program which are successful.

Time is a limitation to any formal evaluation. The four months PCC devoted to the LEAP evaluation is only a beginning. An evaluation reflecting specific Learning Center and microcomputer use which is substantiated by months of tutor and learner feedback is yet to come. PCC is funded for a one-month update of the evaluation and curriculum materials in the Spring of 1986. This will not produce a documented research evaluation, but it may provide a cursory update.

The Evaluation Approach and Methodology:
PCC chose to use a qualitative approach whose methods are designed to probe complex and diffuse organizational structures. We made use of evaluation techniques cited in earlier literacy programs as well as newer ones. Our evaluation design was multi-disciplinary and included participant observations, telephone interviews, sociometrics, and analysis of existing data.

Our research base was formulated by adapting David Berliner and Barak Rosenshine's (1977) categories for effective teaching. These categories include: goal setting, time allocation, academic focus, content coverage, monitoring of learner activities, questioning, and feedback. Ned Flanders (1970) provided us with a way to organize data related to tutor/learner interactions. Together, these represent the theoretical basis of PCC's evaluation.

In our attempt to maintain a goal-free evaluation (independent of project

outcomes), we collated information from PCC's five LEAP project consultants, independent sources and LEAP records. Observers worked independently of each other and their recorded data was compared for agreement or disagreement. Notes were read, re-read, and colligatively organized.

In addition to observations made in the LEAP Learning Center, PCC relied on the following data sources:

1) Self-reports - Each learner and tutor was asked to fill out two, short questionnaires recording what was done in the Learning Center, what materials were used, and whether the tutor and learner were satisfied with the results.

2) LEAP data - Tutors are encouraged to record information on the reverse side of monthly lesson calendars which are provided by LEAP staff. Thirty calendars were randomly selected and analyzed.

3) Telephone Interviews - Thirty learners and tutors were randomly selected from LEAP rosters for interviews of 30 to 45 minutes in length. Out of the thirty, twenty-six tutors and twenty learners were interviewed. The remaining fourteen were either not willing to respond or could not be contacted.

4) Face-to-Face Interviews - Three face-to-face interviews were carried out by Margaret Robinson of Far West Laboratory for Educational Research and Development. Although nine learners were randomly selected, only three were contacted in time for the report.

Summarized Data Analyses:

Tutors:
According to the the telephone interviews (N= 26), LEAP's volunteer tutors are primarily Caucasian, female and above the national income average. Moreover, they tend to be in the latter part of middle age. Their occupations, current or former, are diverse, although many have had formal and informal experience in educational settings.

Volunteer tutors, when entering the program, are required to attend an

orientation and initial training session. This training is generally conducted by LEAP staff and outside consultants who have experience and credentials in teaching volunteers about adult, functional illiteracy. This is the only mandatory training for LEAP's volunteer tutors. Although monthly in-services are provided, they are not mandatory and have inconsistent attendance. The initial training, therefore, is the only training in which we are sure all volunteers participate. The short description that follows attempts to summarize this project component.

The first training, an orientation, provides new tutors with a general description of the program. Staff members are introduced, a tour of the library is given, and instructional resources are presented and discussed briefly. During the orientation, tutors are encouraged to reflect on their own learning experiences. This is followed by a discussion of how to find ways to connect what the learner is learning with his/her life experiences.

The second session, conducted by a credentialed consultant, primarily deals with developing a consciousness about the impact of reading on illiterate people. The need to constantly relate the learner's "story" or life experiences to lessons and materials was emphasized. Teaching techniques, although briefly discussed, were viewed as secondary to the "quality of thinking" involved in learner sessions. Quality thinking was described as incorporating interpretation and criticism which enable the learner to draw inferences, predict outcomes and create a sense of his/her own story.

From our observations and interviews we were able to gain an appreciation for the vital role of the volunteer tutor within the program. This was most poignant in our observations of tutors' painstaking patience and commitment to their learner, their growing awareness of the problem of illiteracy, and their genuine concern and sensitivity to what "being illiterate" means to an individual. This alone demonstrates a particular success of the LEAP program. Individuals are expressing their personal convictions in concrete commitments to other individuals.

In addition, the tutor initiates and maintains most of the work done by the LEAP program. The one-to-one (tutor/learner) teaching relationship provides the basis for the program. This format provides an

individualized, intensive and private learning environment. Learners indicate that the tutor is not simply a teacher, but an important and sustaining support for "my" (learner) goals, endeavors, and dreams. Conversations with the tutors and learners substantiate the bonding that appears necessary for the motivation and direction of any curricular design.

Observations and data indicate tutor need for, and reception to, further training in lesson planning and teaching techniques. At present, LEAP attempts to meet these and other instruction needs in providing monthly in-services. Because of the volunteer and open-ended nature of the program, training cannot be mandated and attendance is dependent on the tutors' perceptions, needs, commitment, and time availability. What we do know is that we must offer the opportunity.

Tutor training in goal-setting is a prevalent need throughout the collected data. Although goal-setting is briefly discussed as something to attend to in the initial training, and mentioned in the distributed materials, lack of clear goal-setting is documented by PCC's evaluation. In some cases, goals are decided upon by tutors (e.g. "My learner is illiterate. How can she set goals?"); other tutors seem to indicate that they wait for their learners to take the lead (e.g. I ask my learner "What do you want to read? He tells me and we do it.") In most of the observations of lessons in which the microcomputers in the Learning Center were used, the software itself (it's logic, content, and procedure) established the lesson's objectives. Tutors should be reminded not to relinquish their control over a lesson by deferring to "the computer."

We believe that LEAP's recent in-services and PCC's development of lesson plans for the Learning Center will aid tutors in lesson design and procedure. If goal setting is considered a criterion for effective teaching, attention must be given to its successful implementation through increased program direction. Training (mandatory or in open attendance in-services) in lesson preparation, material use and selection, and teaching techniques, strategies, and activities would assist tutors, and hopefully, increase the quality of learner/tutor sessions.

Many tutors were not clear on the value of the Learning Center component (it's microcomputers and software) for their learners. The primary reason

for this lack of clarity seems to be related to the newness of the Center in the program, lack of exposure to computer education and its relation to language development, and fear of the technology itself. It is clear, however, that the Center's use is increasing. As this program component becomes better known, and more training related to the Learning Center is provided, a better sense of the relevancy of the microcomputer to the learning process should be established. The use of the Center appears to be exponential at this point. The Learning Center's use has grown on a monthly basis and interest in its use increases with each in-service given.

Learners:
According to the data collected from LEAP files (N=28), learners' ages range from 20 -71 years and the age mean is 30.71. In this sample, there are 10 males and 18 females. In terms of ethnicity, 64% percent are Black, 32% percent are Caucasian, and 3.5% are Hispanic. Formal educational experience varies: 14% have had a K-6 education, 36% have had a 7-12th grade education, 36% are high school graduates, 4% have an Associate Arts degree, and no education level was recorded for 11%.

In another sample (N=26), many learners (32.14%) had been in the LEAP program for approximately one year. Eighteen percent of the learners had been in the program for more than one year. Occupations are diverse; 78.94% are employed, 15.78% are unemployed and 5.20% are retired. Most fall below the poverty line.

Approximately half of those interviewed by telephone knew about the Learning Center. Of these, a little more than half had actually used the computers in the Center. The decision to use the computers was divided in half; 50% said that their tutors made that decision, and 50% said they themselves decided. The amount of learner initiative in using the computers is substantiated further in the observations and data collected at the Learning Center. LEAP staff and PCC consultants feel there is a good argument already for positive documentation of the strength of the Center, its supplemental role for some learners, and its primary role for others.

PCC's observations, telephone interviews, and face-to-face interviews, indicate that learners appear to enjoy the flexible nature of the LEAP program and strongly believe that it is meeting their needs. The positive

qualities most often cited by learners were the non-judgmental nature of the program and immediate instructor response. Learner commitment to the program was evident. Most remain with the program for at least six months.

The tutor/learner relationship is vital to the learners. This was expressed in the majority of the interviews and was evident throughout PCC's observations. The private and highly individualized nature of the tutor/learner relationship establishes a trust which is highly valued by learners. Most learners have felt deprived and cheated of an education, and in many cases, humiliated by formal educational settings which they saw as rigid and uncaring. Their positive experience in a different educational setting is viewed as a major breakthrough for themselves.

The following excerpts, taken from the face-to-face interviews, reveal these issues in personal and powerful ways.

> "[Mr M] was so excited about having an opportunity to share his learning experiences that he arrived one hour early for the interview because he didn't want to miss it. Despite the fact that he has been in the program for only three weeks, he believes in its potential for him . . . In the three weeks he has worked with his tutor he is able to 'see things more clearly' . . . The reading lessons are very much a part of his life; he carries flash cards, a workbook and a homework folder with him wherever he goes . . . "

> "[Mr S] described his third grade teacher (who labeled him 'learning disabled') as someone who 'didn't care about his learners.' This teacher, as he is remembered by Mr S, would put the reading texts in front of the learners for approximately ten minutes 'while he sat readinng the newspaper, drinking a cup of coffee and smoking a cigarette with his feet on the desk . . . ' Mr S loves the program and is also enrolled in [LEAP's] mathematics class. . . 'My tutor is very flexible; she's always around when I need her. . . I can discuss anything with my tutor . . . Without my tutor I would have no one to guide me.'"

> "The LEAP program 'excites [Ms B]; she tells others about it whenever she has an opportunity. . . Her confidence in herself has

> improved and her attitude about herself and her job has improved. . . She is always glad to see her tutor: 'I know I will know more when I leave. . . Ms B works with the computer in the Learning Center. She enjoys it because it gives her feedback instantly. Once past the introduction, the computers are 'self-instructional.' She feels that the computer can simplify the lessons she needs to have and has the sense that the [software] programs reinforce and broaden her knowledge . . . 'I feel more and more excited about knowing more.'"

The value of the tutor/learner relationship is fundamental to the LEAP project. At the same time, this element brought out interesting questions in regard to the control of the learning process and environment. The orientation training and the general philosophy of the project argue for a learner-centered program. This is met, in part, through the personal and intimate tutor/learner relationship, however, learner responses to questions dealing with their control and decision making were frequently negative. In most cases, learners felt that a participatory and active role was inappropriate on their behalf. Learners viewed the tutor as the person whose authority included the tasks of determining lesson objectives, activities, and plans and material selection and use. This does not necessarily imply learner dependency. Learners do not seem to be aware of the concept of empowerment as providing a major directive function for the organization and implementation of the project. This is not necessarily a negative point. It is simply a contradiction that goes with the process of trying to provide the comfort of the one-to-one instruction, the resulting isolation that obviously occurs, and the intrinsic personal isolation of the illiterate adult. The decision to establish the Learning Center was predicated on the idea of providing an opportunity and a place which might deal with this contradiction. Learner awareness and decision making may increase as the program ages, as learners gain a better sense of the program's overall structure through more experience, and in-services provide program participant's with ways in which to develop the emphasis on learner empowerment and independence.

The Leap Learning Center

The establishment of a learning center ("a multi-media environment for literacy teaching") is listed as one of three major objectives of the LEAP proposal. Although orientation for learners and tutors to the Learning Center began informally in April, 1985, the LEAP Learning Center officially opened in May, 1985, with one Apple IIe computer, one Epson printer, one VCR, and numerous educational software. In August, 1985, another Apple IIe was added with funding from the Richmond Rotary Club and other grant monies.

The LEAP Learning Center is located in a small room in the Richmond Public Library. At present, there is some difficulty in accomodating all of the equipment, furniture, and resources needed. PCC suggests that an optimal setting would incorporate easy check-out procedures and tutor/learner independent access to educational materials with available but minimal LEAP staff support. Software should be placed on easily-accessed shelves to give learners and tutors maximum ease in making software selections. Numerous copies of the lesson plans developed for the software should be put in binders and made available for independent use by tutors and learners. Finally, to foster the learners' ownership of the Center, its ambience should reflect the learners' creativity and its organization promote learner work and independence. Optimally, upon entering the room, learners should have a sense of belonging and feel at ease within the environment.

PCC's data reveals the motivational capabilities of the computer. Our intent from the beginning has been that the tutor and learner work together on lessons using the computer. The socialization that comfortably occurs with collaborative computer use is a key for language development for the remedial reader and a direction for specific instruction.

While we continue to encourage tutor and learner pairing with computer use, learners are now using the Center independently to supplement their regular lessons. Use of the Center is increasing as people become more aware of its relation to the project through publicity and exposure to the computer curriculum through training. In many observations, learners and tutors often stayed at the Learning Center beyond their appointed time and

the learners' reluctance to leave the computer was noted on several occassions. This is not only an indication of the motivational potential of the computer, but also, the sincerity and commitment of LEAP learners.

In the tutor/learner sessions at the Center, we observed that tutors, in having to deal with the technology for the first time themselves, often failed to incorporate effective teaching criteria into the lesson. For example, goal setting, as mentioned earlier, was rarely established prior to the session with the computer. As a result, it was never clear whether there were specific objectives, whether goals had been accomplished, or that the learner understood the reason for using the software and computer. Another area of difficulty was related to learner language development. When using the software, tutors often fell into the habit of giving verbal instructions to the learner without eliciting the learner's own response or providing a forum for discussion.

In both of these cases, the tutor tended to forfeit his/her directive role to the software's procedure and logic. This is a common trait with new adult computer users and we caution other literacy projects to be aware of the problem. The documented social and verbal interaction that surrounds computer use is the primary rationale for including the computer in a literacy program. But remember that with the illiterate adult population we are dealing with individuals who feel isolated and easily defer to other powers. The development of lesson plans and the curriculum guide should provide tutors with ways in which to progress through a computer session while adapting it to meet the specific needs of the adult learner and his/her own goals. Comfort with the technology should return the power over the lesson to the tutor and learner.

The Learning Center Coordinator provides learners and tutors with private orientations to the Center. In these sessions, several software programs are demonstrated and others are explored by the new users. Frequently, Apple Presents Apple is used as a tutorial to familiarize new users with the computer and its keyboard. While the APPLE tutorial may be appropriate for tutors, PCC sugggests judicious use of this software for introduction purposes with learners given the amount of text with which the user must deal. This recommendation is substantiated by our observations and the responses of tutors and learners to the software. The curriculum plan developed by PCC suggests other options for

orientation software which may be used with learners such as The Print Shop, EL-IXIR and Magic Slate.

The diversity and range of the software used since the Center's establishment demonstrates the flexibility of this learning medium which meets diverse needs and interests. This is especially valuable given the diversity of the LEAP learner population. At the Center, learners should have the opportunity to assess their needs and choose the software program which specifically meets those needs.

LEAP Learning Center Curriculum

PCC's curriculum development for the LEAP Learning Center is grounded in the pedagogical assumptions and research related to the adult learner (Knowles, 1984), illiterate adults (Kozol, 1985) and experience in educational technology. In using these three areas as the curricular point of departure, PCC believes a strong, educational foundation is established which is relevant to LEAP's audience.

The following characteristics are generally agreed upon by educators and pyschologists who have pursued research in and study of the adult learner. These are also the assumptions of PCC as we began the curriculum design for this project.

How Adults Learn:

1. Adults come to a learning situation to satisfy a personal educational need and they know something about that need.

2. Adults are highly motivated by the usefulness of the learning experience. They are impatient with long discourses on theory and want practical applications.

3. The adult learner is used to being treated as a mature person and may be uncomfortable with being led or instructed.

4. The adult learner prefers self-directed learning projects (this does not imply isolation) and non-human media (tapes computers, video, etc...)

5. The presentation of one idea at a time (to minimize competing intellectual demands) aids comprehension.

Illiterate Adults:

The research carried out by Jonathan Kozol, and others, indicates that in proportion to population, illiteracy figures are higher for minority populations. Illiteracy is also tied to economic factors; it is more widespread in lower income groups who have less access to good educational resources and support. For the most part, illiterate adults are extremely isolated and alienated from society and "print culture." They defer easily to the idea of tutor authority. In addition, many have had extremely negative experiences in formal educational settings. Some have been mislabeled with learning disorders.

Although these characterizations are generally consistent with LEAP's population, LEAP's participants do reveal a more varied background and come to the program with diverse needs. Not all can be considered functionally illiterate. The fact that these learners choose LEAP as the program for accomplishing their goals indicates their perception of the program's ability to meet the needs of a unique population.

Computer-Aided Instruction:

Computer-aided instruction can provide a patient, self-paced, private, and non-judgmental learning environment. Instruction using the word processing function of the computer can facilitate a language experience reading methodology. We assume that maximized learner control of pace and content is likely to increase learner motivation. With these positive potentials in mind LEAP and PCC staff began their collaborative effort to integrate computer use in the overall instructional design.

PCC began curriculum development by selecting educational software which we evaluated for relevancy, appropriate content, and ease of use for the adult learner. After reviewing the software LEAP already owned, we

recommended additional software programs which LEAP subsequently purchased. PCC and LEAP staff agreed that word processing is an especially relevant and effective computer capability for the learners in the project and would be the initial focus of lesson plan development. This judgment was based on several considerations.

Word processing is a valuable medium through which reading, writing, and language skills in general, may be developed. It facilitates the recording and printing of learner's words, sentences and stories in an easy manner and without the burden of handwriting. There are no right or wrong answers, yet self-determined revision is easily accomplished. It assists the learner in understanding the connection between language, meaning and print, and specifically, it expands and connects the learner's verbal knowledge with the print medium. Word processing is also unique because through its use the four components of language development (reading, writing, listening and speaking) may be integrated. Finally, word processing programs are not content specific and therefore are able to incorporate the experience, environment and maturity of the adult learner.

PCC recommended Magic Slate, a unique word processing program. Magic Slate is easy-to-use yet it offers three styles and levels of use: 20-, 40-, and 80-column display. There is very little instructional material for the adult with less than a third or fourth grade reading level. Using the 20-column display, the tutor and low-level learner can begin writing, and thus reading, with the computer. The three different display capabilities may be introduced in successive stages and, even at the beginning level, learners are in control, able to use the program and generate their own language. As familiarity and confidence increase, learners may explore new and more advanced functions of the software.

PCC developed lesson plans for Magic Slate and the other recommended software for tutors' use with their learners. The lesson plans include clear objectives, explanations of specific program options and keystroke functions, and step-by-step instructions on how to proceed through the lesson. To foster the integration of the computer session with other learning sessions, pre-activities and follow-up activities are included.

Finally, PCC mapped an organizational plan for use of the software. This plan suggests a progression through the different software programs

according to level and content area. The intent of this instructional guide is to furnish tutors and learners with a better understanding of the software, as well as how and when to use it. (see Sample Lesson Plan and Organizational Plan in the Appendix) Through tutor use of the software and the lesson plans, further refinement of the organizational plan can be done based on actual responses and recommendations of the users. This will be a primary focus of our work in the Spring of 1986.

PCC's recommendations for training content and organization reflect our ideas and suggestions for what should be done in the future. The description of the trainings PCC provided LEAP reflect the collaborative development of in-services which were based on practical considerations and limitations. Thus, the actual implementation is somewhat different from PCC's recommendation for future training implementation.

PCC staff began training for LEAP tutors with a computer comfort and word processing workshop. This training was primarily an introduction to the computer. The word processing software program we recommended, Magic Slate, was not available for training use at the time. Instead, we used pfs:write word processing software because the training materials had already been developed by PCC. Furthermore, pfs:write functions in ways similar to Magic Slate and the transfer between them is easy. PCC provided this training to twenty-five tutors using the Richmond High School Computer Lab.

PCC's "Teaching Reading through Writing" training was offered to the tutors to clarify the rationale of the Center's focus on the word processing use of the computer and provide hands-on instruction in the use of Magic Slate. Four workshops were given and 22 tutors attended the training given at the Richmond Library. LEAP staff evaluation of the small group sessions leads them to feel that they prefer using their own site, and the Learning Center specifically, over large group instruction at a remote site. Tutor response to the training was very positive and revealed their respect for development and growth. This receptivity was another indication of their commitment to their learners and their interest in understanding methods which would help them facilitate the learning process for their learners.

The Software Fair, provided by PCC on October 26, was well-received by

the learners and tutors who attended. This three hour workshop included supervised hands-on experience with a variety of educational software and a presentation of specific ways to incorporate computer use with learner instruction. Five computers were set up and the participants took turns exploring the use of five software programs: computer comfort (EI-IXIR and Print Shop), math (Math Blaster), problem solving (The Pond), and language arts (Word Spinner). Guidance was provided by LEAP and PCC staff as well as through independent use of the lesson plans. PCC staff also presented an explanation of the organizational chart for software use and the components of designing a lesson plan. While some tutors and learners had some prior experience with a computer, many did not. It was rewarding to observe the eagerness with which the participants used the educational resources despite their novel and seemingly technical nature. Several tutors expressed interest in discovering new techniques which would help them vary their lessons and motivate their learners. Learners asked about sign-up procedures for independent computer use.

Initially, LEAP and PCC staff worried about asking tutor volunteers to participate in more training sessions. However, the tutors attending each of our trainings genuinely appreciated the professional assistance and enjoyed the collaborative time with their colleagues. We will not be as hesitant in the future.

Based on our experiences with the training mentioned above, the insights of the evaluation, and our collaborative work with LEAP, we recommend that the following training sessions be implemented with any new literacy program or new group of LEAP volunteers. These tutor training sessions are intended to integrate computer use with reading and writing instruction and thereby further prepare volunteers for teaching adult learners.

Learning Center Orientation: A general session to inform tutors of the relationship of the computer component to the reading process, their role in implementing the process; and to provide an orientation to the lab facility and its procedures. This should follow the pre-service orientation provided for tutors. 1-2 hours

Reading and Methodology Workshop: A general session to describe the basic philosophy of the language experience approach to reading, the rationale for teaching reading through writing, and teaching methodology. Tutors should receive this information shortly after they begin instruction with their learners. 1-2 hours

Computer Comfort and Magic Slate: Participants are first introduced to the microcomputer through a basic computer comfort session. Then, through instruction on Magic Slate, tutors learn the functions and applications of a word processing program. Tutors are "talked through" a tutorial while using the computer. This in-service can be given using a large computer lab to accommodate as many tutors (two per computer) as possible, or given as a series for smaller groups in the Learning Center. The availability of equipment and number of tutors determine the number of sessions required. 3 hours

Software Fair: A three hour workshop for tutors and learners providing three different sessions. The sessions should include:

1. Demonstration of selected software and accompanying lesson plans, with time for hands-on practice.

2. Explanation of lesson plan format and the Organizational Plan.

3. Small group discussion about specific tutor-learner work and how to assess learners' needs and design lessons.

New Lesson Plans: A general session to introduce and demonstrate newly prepared lesson plans to tutors. It provides the opportunity to inform tutors of additions to, or revisions of, existing lesson plans. 1-2 hours

Software Update: Introduce and demonstrate the latest software additions to the tutors. Suggest ways to use the programs. Encourage tutors to share successful lesson plans with each other. This can be held on a regular basis in the Learning Center. Learners may be included. 1 hour

How Are You Doing?: Small, informal sessions for tutors and staff to provide progress reports and discuss questions and concerns of the tutors. 1-2 hours

The tutors' facility with computers and educational software is important for future use of computer instruction. Formal training is merely an introduction. Training materials are provided to allow for independent use. The training program must address the tutors' need for access to the computers for continued practice. Acknowledging security and staffing constraints, we suggest tutors use the computers for independent practice during times when the Center is closed. This raises the issue of accomodating LEAP staff needs for computer use for project management. Perhaps operational hours of the Learning Center can be extended with supervision by volunteer tutors in exchange for access to computers for independent use. Staffing and program management will remain a dynamic component of LEAP for sometime.

Summary and Recommendations:

LEAP is a highly individualized project meeting a diversity of adult educational needs in the Richmond area of California. The collected data reveals the importance and effectiveness of the tutor/learner relationship. LEAP learners appreciate the interactive, one-to-one format which provides specialized attention and a responsive and private environment. Few educational organizations offer a successful learning environment of this kind for an adult audience.

LEAP learners are extraordinarily appreciative of the non-coersive, personal and unintimidating attention and sensitivity extended to them by LEAP staff and tutors. LEAP's tutors are committed, generous individuals whose dedication to give is commensurate with the learners' dedication to learn. The LEAP program must continue to support tutors' work and needs in the same way that tutors' support and meet the personal needs of their learners.

The LEAP Learning Center provides a novel dimension to literacy teaching and new momentum to the project. Many tutors are eager to experiment with this methodology. Learners are also interested and show commendable initiative through their independent use of the Center and, specifically, the microcomputers. With continued in-services and program adaptation and growth, the Learning Center should establish a new and exciting scenario for effective and innovative teaching. Its value lies entirely in the way in which it aids learners to achieve their goals, increase their confidence, and develop their own generation of language and expression. This beginning predicts positive and fruitful outcomes.

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LEAP SAMPLE

SOFTWARE LESSON PLANS

Activity: **Beginning Stories** - for use with **MAGIC SLATE**

Objective: To provide experience with the writing process and communication skills through writing.

MAGIC SLATE Features Used: Typeover, Insert, Delete, Save, Print

Session #1: Writing A Story

1. The learner brings in a story or letter and using MAGIC SLATE enters it into the computer or composes a story at the computer.

2. Without making any changes in the text, save and print out the story.

3. Take turns reading the story aloud to one another. By having the learner read aloud to you, you can better understand the learner's intent. At the same time, the learner will frequently make corrections and additions to the story. This is the beginning of the revising process.

4. Discuss the story. Are there any corrections or changes he/she would like to make?

5. Work on content. Expand sentences, for example: "a nice day" might be expanded to "a calm, sunny morning." Just do as much as your learner wants to do.

6. Save and print out a revised copy.

Activity: **Beginning Stories** - for use with **MAGIC SLATE**, continued

Session #2: Revisions and Rewriting

7. Review the story by reading and discussing it with your learner.

8. Have your learner summarize the story to you and decide on the main idea of the story.

9. Work with your learner on changing parts of the story for clarity and meaning. Do some thoughts need to be expanded?

10. If sentences are incomplete, work with the learner to determine what's missing.

11. If sentences are run-on's separate ideas and thoughts to create two or more complete thoughts.

12. Have the learner make changes. Save and print out.

Activity: **Beginning Stories** - for use with **MAGIC SLATE**, continued

Session #3: Proofreading

13. Read revised story aloud with your learner.

14. At this point the content of the story should remain unchanged.

15. This is where you can work on the format and the presentation of the story; capitals, punctuation, paragraphs...

16. Difficulties will determine what the learner needs to study in grammar and usage. Focus on only one or two skills per story.

17. Save and print out the final copy. With your learner, go back and compare it to the original draft of the story. Commend your learner on his/her progress.

18. Spelling lists can be made from the learner's spelling errors or favorite new words.

CAUTION: Don't overuse one story. Some stories will lend themselves to more work and revisions than others.

Additional Activities

Select one of these activites from time to time following the completion of a story writing lesson or after your learner has read a book, either the complete story or just a part of it. These can also be used after your learner has seen a movie.

- Have your learner expand on his/her story by asking what he/she thinks might have happened (or what did happen) before or after the story.

- This may turn into an on-going story where the learner adds to the story each time they work on the computer. (Refer your learner to the original copy of the story every so often so he/she can see his/her progess.)

- Your learner can discuss and then write the story in another setting, for example changing the city to the country, observing how changes in time and setting affect the story, and make whatever adjustments are needed to make the changes plausible.

- Your learner can discuss and write a description of the main character, including physical description, behavior, attitude, and so forth.

- Your learner can discuss and write a letter to the main character in the story, stating opinions of what the character did in the story as opposed to what he/she might have done.

- The learner can discuss and write a critique or evaluation of the story, focusing on what was interesting or not interesting and why, supporting opinions with quotes from the text.

- The learner can map out the who-what-where-when of the story, supporting each category with significant details.

INTERVIEWS

WITH LEAP ADULT LEARNERS

Mr. Greggs is a black man in his thirties. He is currently enrolled in Contra Costa College and has a busy schedule. He no longer meets with his LEAP tutor or uses the computers at the LEAP Learning Center because he doesn't have enough time. He attends three classes every morning and works from the mid-afternoon until midnight. Mr. Greggs said that if he had more time he would continue to use the computers at the LEAP Learning Center.

Mr. Greggs heard about the LEAP program over the television. He decided to enroll in the program because he wanted to learn how to read and write better. He also wanted to feel better about himself.

When Mr Greggs enrolled in LEAP, he was having trouble reading short words, especially those with only one syllable. According to Mr. Greggs, he couldn't read the smaller words because he didn't know how to divide them up into syllables and "sound" them out. He said he used to be a good "guesser." For example, when he looked at the newspaper he would guess the meanings of the words he couldn't read.

Not knowing how to read and write well also made him "hold back" from people. He didn't let people get to know him intimately because he didn't want them to know that he couldn't read well. He feels he is now more open to people. He enjoys people more because he allows them to become closer to him.

Mr. Greggs feels that LEAP was essential in getting him started in accomplishing his goals. The guidance and support offered to him by his tutor and LEAP provided him with the courage and skills needed to enroll in Contra Costa College. He expressed deep appreciation for his tutor. She accompanied him to Contra Costa College when he went to take the entrance examination. He feels that without LEAP he wouldn't have made it to where he is.

Mr. Greggs was enrolled in LEAP for about nine months. He met once a week with his tutor, Nancy Gans. He also used the computers at the Learning Center for the last three or four months while still in the program. He went to the Learning Center without his tutor because, according to Mr. Greggs, she was an older woman who didn't "believe in" computers. She thought computers would "take away" skills. For example,

Mr. Greggs said that his tutor believed that instead of helping you learn how to write, computers only teach you how to type.

Mr. Greggs used the computers at the Learning Center around 12 to16 times. While at the Learning Center, Susan, the Learning Center Coordinator, acted as his tutor. Mr. Greggs indicated that, as long as someone "got him started," he would have used the computer at the Learning Center even if Susan hadn't been there. Eventually, he would have preferred to be able to come into the Learning Center alone and make his own decisions.

The first time he used the computer he felt leary and unsure of himself but wanted to try it anyway. Now he thinks computers are fun and, if he has more time, would like to work with them in the future. He's thinking about taking up computers more seriously and would like to use those available at Contra Costa College. Mr. Greggs says he's curious about machines and likes them: "They're fun; they're like new toys."

Mr. Greggs feels that the computer helped him develop his reading and spelling skills. For example, he remembers a software program [M-ss-ng L-nks] which left out the letters of words. He feels that this program helped him learn how to recognize and spell words because he had to fill in the blanks with the "right" letters in order to complete the words.

In addition to M-ss-ng L-nks, Mr. Greggs remembers working with Apple Presents Apple and Magic Slate. When he started using the different software programs, none of them were fun because he "couldn't know the outcome." They became fun once he "got going" and was more familiar with them.

Mr. Greggs remembers the time he used Magic Slate because he was just starting to write a story about his experience in basic training when he was in the Army. Mr. Greggs enjoyed word processing because he feels it's easier to write something you know, like an experience, than to read something you don't know. He also liked the program because it had several levels of difficulty. It had variety and wasn't monotonous.

It seemed difficult for Mr. Greggs to think of anything he didn't like about computers. After a long hesitation, he concluded that his only criticism

was related to the print on the screen: some of the programs use print styles which were difficult for him to read.

Mr. Greggs had a similar difficulty in trying to provide recommendations for the improvement of the Learning Center. He never experienced any problems in making appointments or in getting to the Learning Center. The Learning Center and its coordinator always accomodated him.

While Mr. Greggs "isn't crazy" about writing, both Susan (the Learning Center Coordinator) and Nancy (his tutor) told him that writing would help him with his reading and spelling skills. He agrees with them because "if you do something over and over, something will stick."

In every class Mr. Greggs attends at Contra Costa College he is required to write. He is taking a course in spelling and one on how to take notes. When asked whether he did any writing on his own, Mr. Greggs laughed. He said that is <u>all</u> he does in his spare time. When he isn't in class or at work, he does his homework. His homework always entails writing.

Mr. Greggs feels that his tutor helped him with phonetics. As a result, he is able to recognize sounds and can spell and read better. The computer, because it was repetitious, helped him become more familiar with words and, in general, improved his reading and writing skills.

Mr. Greggs believes that he progressed alot in the nine months he spent in the LEAP program. Although he indicated that his progress is also a result of his own determination, he feels that without LEAP's help he wouldn't be a student at Contra Costa College. While Mr. Greggs' enthusiasm and confidence were contagious, he informed the interviewer that his determination and stronger sense of personal worth were related to his accomplishments and success in the LEAP program and at Contra Costa College.

Dorothy Smith has been in the LEAP program for a little over a year. She heard about the program through her daughter who read an article about it in the newspaper. She enrolled in the program with the desire to learn reading and math and, eventually, would like to get her GED. She feels that since she has been in the program she has accomplished many of her goals but said: "I would like to go as far as I can." Although Mrs. Smith was rather formal and admitted to being shy at the beginning of the interview, her enthusiasm for learning was apparent and gratifying.

Mrs. Smith has used the computer about twelve times. She meets with her tutor, Beverly, twice a week. On Thursday's they meet from four to five p.m. and then spend an hour, from five to six p.m., in the Learning Center. Although Mrs. Smith and her tutor have always used the computer together, Mrs. Smith would like to use it by herself. Unfortunately, she depends on her tutor for transportation to the Richmond Library and Learning Center and, therefore, can't foresee a time when she could use the Learning Center without her tutor.

Mrs. Smith expressed appreciation for her tutor's suggestion that they use the computers in the Learning Center. She feels that the computer has been able to teach her alot, for example, how to spell and recognize words, and that "time goes fast" when she uses it. She said: "It's different and I like it."

Magic Slate, a word processing program, was Mrs. Smith's first exposure to the computer. She used Magic Slate to write a letter to her daughter and found she had an easier time of "wording things." At first, she didn't want to try it but found she enjoyed it more as she became familiar with the program. She hasn't used it since but would like to. Her tutor said they would soon begin to use it again.

Although Mrs. Smith felt that Magic Slate was difficult because she had trouble spelling words, she felt that the computer itself was easy to use.

When asked what she didn't like about the computer, Mrs. Smith was reluctant to say anything negative. She said she "likes it [computer] totally, completely." Finally, she admitted that one game which she used was too fast for her but, even so, she enjoyed working with it.

Mrs. Smith feels that the people she has worked with in the Learning Center have been very patient with her. She thinks that the Center could use more space and would like it to be open more often because she would like to use the computer whenever she gets a chance.

Mrs. Smith remembers using various software. She remembers working with Magic Slate, The Factory, a game which required she match words, and M-ss-ng L-nks. M-ss-ng L-nks is her favorite software program because filling in the right letters to make a word helps her to learn how to read and spell.

Although Mrs. Smith feels that her writing "isn't too bad," she would like to learn how to spell better. She believes writing would help her to learn how to read because she would learn how to spell and, therefore, would be able to read more words.

Mrs. Smith and her tutor work on writing in their learning sessions without the computer. Mrs. Smith has written experience stories with the help and direction of her tutor. They also work on spelling.

Mrs. Smith rarely writes for personal reasons unless it is necessary. Sometimes she has to write at work. (She works in the linen room at Kaiser hospital in Richmond.) She feels more confident about writing at work because of the progress she has made in the LEAP program. Before she was in the program, she had to look every word up in a dictionary which she kept hidden in her desk. She didn't want anyone to find out that she had trouble writing and always felt inhibited and self-conscious about writing. Because of the progress she feels she has made with her tutor, she is less afraid of writing and doesn't look up every word in the dictionary.

The lessons with her tutor that she likes most are those that involve spelling and reading words off of cards that her tutor makes.

In general, Mrs. Smith expressed great appreciation for her tutor, the Learning Center and the LEAP program. She feels that she has made much progress since she has been in the program. For example, when she first entered the program she couldn't read very well. Now she feels she can read well. This progress has made a big difference in her life.

Mrs. Smith was very emphatic about the personal growth she has experienced as a result of the program. She said she feels much better about herself and can communicate better with other people. She is no longer as shy as she used to be because learning gives her "a very good feeling." Although her children knew that she wanted to obtain her GED, they didn't know that she couldn't read. Mrs. Smith never wanted her children to know that she couldn't read well. Despite keeping it a secret, Mrs. Smith said that her children can sense a change in her because now she is much more confident in herself and doesn't keep herself back from people.

Mrs. Smith concluded that "LEAP is a wonderful program and more people should come in . It took me a little while to come in because it was frightening. At that time I only knew how to fear."

Jimmy Holiday is an 82 year-old, black man who has been enrolled in the LEAP program for about one year. He had been attending adult education, night classes at Richmond High School when he learned about the LEAP program through a LEAP staff member who spoke about the program in one of his classes. He decided to enroll in the program to learn how to read and write better.

Mr. Holiday was willing to relate some of his personal background to the interviewer. He is originally from Mississippi. When he was a young boy, his father sent him to work on a farm for a white man because of financial difficulties. His work consisted of cooking for his employer's family and taking care of the farm animals. According to Mr. Holiday, his father had sent him to work on the condition that the employer send him to school. His employer's promise was never carried out. Mr. Holiday indicated that he is still upset about this employer who kept him from getting an education when he was a yound boy. Mr. Holiday mentioned several times that his employer was a rich, white man and his own family very poor.

Mr. Holiday feels that his reading skills are better than his writing skills He and his tutor, Cliff Walker, are working on both areas in their tutoring sessions..

It was Mr. Holiday's idea to use the computers in the Learning Center. His tutor agreed to the idea. They have used the computers seven or eight times.

Mr. Holiday said he likes to use the computer and would like to get a job that is related to computers. He indicated his appreciation for the machine and said: "The guy who made it had plenty of sense."He hoped that the computer experience gained through LEAP will qualify him for a better job. He also expressed an interest in buying a computer for himself.

The first time Mr. Holiday used the computer he worked on a software program [M-ss-ng L-nks] which required that he fill in the missing vowels of words. He said "it was okay but I wasn't too hot on it." Mr. Holiday indicated that M-ss-ng L-nks was the most difficult and, as a result, he likes it least of all the software programs he has used.

Mr. Holiday's favorite software program is the one that allowed him to write a letter to his sister. According to Mr. Holiday, it was easy to use the word processing program [Magic Slate] because even though the note "came from his own mind," he didn't have to worry about his handwriting. He liked the way the letter looked when it was printed out and feels he can do a better job when he writes on the computer. Mr. Holiday would like to use Magic Slate more often.

Mr. Holiday indicated that eventually he could use the computer alone but still needs a little help because he makes alot of mistakes and has trouble typing and moving the cursor. Nevertheless, in addition to the value he feels in learning how to use the computer in itself, he also feels it has helped him to learn how to read and write.

When asked if there was anything he didn't like or wanted to change about the LEAP Learning Center, Mr. Holiday said: "I wouldn't want to change anything about the Center. It is good just the way it is." He was just as reluctant to criticize the computers: "I can't say anything bad about them."

Mr. Holiday believes that it is important for him to learn how to write because "writing helps to enlighten you all around." He said he kept the fact that he couldn't write "covered a long time" and said: "When I found out that's not going to do me any good I had to open up." Mr. Holiday feels that, while he can write on the computer or typewriter, he has more trouble when he writes on paper because it is difficult for him to "make the letters by hand." He feels his letters are too large. Although he doesn't feel he can write a letter by himself, he has been writing down some of his thoughts at home. He's not sure that using the computer will help his handwriting but does feel it has helped him in more general ways with writing and reading skills.

Mr. Holiday indicated a great appreciation for the help that he has recieved from his tutoring sessions. He felt he wouldn't have been able to progress had it not been for LEAP's help. He senses his progress and likens it to "being enlightened;" "it helps you see the way out, especially if its something you've never had in your life time."

Mr. Holiday wants to continue to use the computer and said: "It should help others to learn how to read and write because it helped me."

LEAP LEARNING CENTER

SOFTWARE LIST

FALL 1986

INCLUDES VIDEOTAPE AND ESL AUDIOTAPE PROGRAMS

Richmond Public Library
325 Civic Center Plaza
Richmond, California 94804
415-620-6565

KEY TO SOFTWARE LIST
(An explanation of the catagories and abbreviations in the resource list that follows.)

Here is a sample form:

TITLE:
PUBLISHER:
GAME: DRILL&PRAC.: INSTR: CCD: SUPERT.:
CONTENTS:
SUMMARY:

GR.LEV.: MAN.SYS.: ADJSTBL.:
SUBJECT AREA:

I believe TITLE and PUBLISHER are self- explanatory.

If an X follows GAME, it means the software is set up in some kind of game format: points may be earned, perhaps several people may play, there may be some special graphic or sound stimulation. An X in this catagory may also denote that a game activity is one of several activities offered on the program.

An X in the DRILL&PRAC. catagory means that the program is drill and practice. Most games are also drill and practice, though not vice versa.

Some programs offer instruction in the skills or concepts the program focusses on. If so, there is an X next to INSTR.

CCD and SUPERT. are special peripherals (modifications to the basic computer) that are required by some of our software. CCD stands for cassette control device, and it connects the computer to a tape recorder. SUPERT. stands for Supertalker, a speech synthesizer. Programs that require these have an X next to whichever they require.

Next to CONTENTS are the items that the package contains, how many disks and what written material. An instruction book or user's guide is a brief guide to using the software. A manual is a guide to the software that is more detailed. A teachers' guide explains the software and includes suggestions on how to use the software educationally.

SUMMARY contains a description of the software. Some of these descriptions are more detailed than others because we have used the software more.

GR.LEV. usually has a range next to it. In some cases it's blank. Some programs have adjustable activities, some have lessons that gradually increase in difficulty. Grading is fairly arbitrary, but I wanted to give some idea of where the software stood on the spectrum-- fairly basic, more advanced, or widely usable regardless of "grade level".

MAN.SYS. means the program contains some way of doing one or all of the following:

-keeping track of student progress
-assigning work to a specific student
-controlling access to the program or to parts of it
-analyzing progress of a student or group of students

In some cases use of the management system is optional. Occasionally it can make a program harder to use.

ADJSTBL means the program can be adjusted as to difficulty or content.

SUBJECT AREA. There are five catagories: reading, writing, math, problem-solving (logic/thinking skills), and utility (programs that can be useful for a tutor, in generating and printing word games for instance). Many software programs seem useful for more than one catagory.

LANGUAGE ARTS SOFTWARE

TITLE: Analogies Tutorial
PUBLISHER: Hartley
GAME: DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Learn to identify types of analogies through practice in completing and solving analogies. For example dress is to cloth as chair is to ----
(pick the best one) a)desk b)floor c)wood (ans. c)wood)
Lesson content can be modified.
GR.LEV.: 4-9 MAN.SYS.: X ADJSTBL.: X
SUBJECT AREA: Reading Problem-solving

TITLE: Antonyms/Synonyms
PUBLISHER: Hartley
GAME: DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Twenty-one lessons drill recognition and use of synonyms and antonyms, gradually increasing in difficulty from 3rd to 8th grade level.
GR.LEV.: 4-9 MAN.SYS.: X ADJSTBL.:
SUBJECT AREA: Reading

TITLE: Bank Street Writer
PUBLISHER: Broderbund
GAME: DRILL&PRAC.: INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: This is an easy-to-use word processing program. Word processing lets you edit what you write, save what you're working on, print different versions, etc., much more easily than when you write on a typewriter. Comes with a tutorial program on the disk.
GR.LEV.: 3+ MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Reading Writing Utility

TITLE: Clozemaster
PUBLISHER: Holt, Rinehart and Winston
GAME: X DRILL&PRAC.: INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: This program is an authoring program for entering your own text, up to 50 lines, and lets the user decide a frequency in which to delete words, so he or she can guess them.
GR.LEV.: 3+ MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Reading Writing Utility

TITLE: Comprehension Power Level D-E-F
PUBLISHER: Milliken
GAME: DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 12 disks, 3 booklets with reading selections, 1 teachers' guide/ manual
SUMMARY: Thirty-six stories with preview option, vocabulary preview, comprehension questions, and choice of rate-controlled (50-600 wpm, selected by user), or manually controlled reading.
GR.LEV.: 8-10 MAN.SYS.: X ADJSTBL.: X
SUBJECT AREA: Reading

TITLE: Comprehension Power Level Hi A-B-C
PUBLISHER: Milliken
GAME: DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 12 disks, 3 booklets containing reading selections, 1 teachers' guide/ manual.
SUMMARY: Thirty-six stories with preview option, vocabulary preview, comprehension questions and choice of rate-controlled (50-600 wpm, selected by the user), or manually controlled reading.
GR.LEV.: 4-6 MAN.SYS.: X ADJSTBL.: X
SUBJECT AREA: Reading

TITLE: Consonants
PUBLISHER: Hartley
GAME: DRILL&PRAC.: X INSTR.: X CCD: X SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Instructions and words must be recorded on tape for learner to hear along with the program. Series works on initial and final consonants, and initial, final and middle consonant blends. Requires use of the CCD.
GR.LEV.: 1-6 MAN.SYS.: X ADJSTBL.:
SUBJECT AREA: Reading

TITLE: Construct-a-word
PUBLISHER: DLM
GAME: DRILL&PRAC.: X INSTR.: CCD: SUPERT.: X
CONTENTS: 20 disks, teachers' guide
SUMMARY: Students create words, then work at an increasing speed to practice the words. The focus is on consonants, consonant clusters and phonograms. Requires use of Supertalker, which is a speech synthesizer (gives the computer the ability to talk).
GR.LEV.: 2-6 MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Reading Writing?

TITLE: CREATE Elementary/lessons
PUBLISHER: Hartley
GAME: DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Write lessons, drill sequences, tests, or tutorials. Lesson can contain questions, multiple choice, or completion items, or additional information. HAS LARGE LETTERS. This is an authoring program only.
GR.LEV.: 1-8 MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Reading Writing Utility

TITLE: CREATE Fill in the Blank
PUBLISHER: Hartley
GAME: DRILL&PRAC.: X INSTR.: X CCD: X SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Visual stimulus with one blank and one correct response. Directions or another stimulus can be recorded on tape. One line presented at a time. Must be used with tapes and CCD (tapes must be recorded by us: staff and/or tutors). This is an authoring program only.
GR.LEV.: 1-6 MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Reading Utility

TITLE: CREATE Vocabulary
PUBLISHER: Hartley
GAME: DRILL&PRAC.: X INSTR.: X CCD: X SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: No word lists are provided.
Learner sees a word, then says the word, then hears the word.
Learner indicates on the computer if he/she knew the words.
To be used with tapes and CCD (tapes must be recorded by us: staff and/or tutors). This is an authoring program only.
GR.LEV.: 1-9 MAN.SYS.: X ADJSTBL.: X
SUBJECT AREA: Reading Utility

TITLE: CREATE Wordsearch
PUBLISHER: Hartley
GAME: X DRILL&PRAC.: X INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Using your words, this program creates a wordsearch puzzle (a square of letters with hidden words). You have the option of overlapping words, having words that are frontwards/backwards/diagonal, or left-to-right and top-to-bottom only. Computer prints the wordsearch with the words presented at the bottom. It will also print an answer key.
GR.LEV.: 1-6 MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Reading Utility

TITLE: Crossword Magic
PUBLISHER: MLS
GAME: X DRILL&PRAC.: X INSTR.: CCD: SUPERT.:
CONTENTS: 2 disks, manual
SUMMARY: Create any size crossword puzzle (3x3 to 20x20).
You supply the words- this program connects them. You give the clues.
Puzzle may be played on the keyboard and monitor, or printed.
GR.LEV.: 1-9 MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Reading Writing Utility

TITLE: Elementary Vol. 3 Social Studies
PUBLISHER: MECC
GAME: X DRILL&PRAC.: INSTR.: X CCD: SUPERT.:
CONTENTS: 1 disk, teachers' guide
SUMMARY: Simulation activities in history, economics and geography.
GR.LEV.: 6-12 MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Reading Problem-solving

TITLE: Exploring Logo
PUBLISHER: Sunburst
GAME: X DRILL&PRAC.: INSTR.: X CCD: SUPERT.:
CONTENTS: 1 disk, guidebook, activity cards
SUMMARY: Logo is a computer language that is easy to learn and use. This program is a way to explore using logo and learn basic concepts of computer programming and problem solving.
Must be used with the Apple Logo disk.
GR.LEV.: 4-12 MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Problem-solving Reading Writing Math

TITLE: How To Read For Everyday Living
PUBLISHER: Educational Activities, Inc.
GAME: X DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 3 disks, teachers' guide, supplementary activity masters
SUMMARY: This program focuses on survival and real life reading skills: labels, menus, ads, job ads, forms, applications, etc.
GR.LEV.: 3-6 MAN.SYS.: X ADJSTBL.:
SUBJECT AREA: Reading

TITLE: Kids on Keys
PUBLISHER: Spinnaker
GAME: X DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Introduction to the computer keyboard. Three games that teach: location of the letters and numbers, typing, and matching.
Four levels of difficulty. This program is a little child-oriented.
GR.LEV.: 1-6 MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Reading Writing

TITLE: Language Experience Recorder
PUBLISHER: TSS
GAME: DRILL&PRAC.: INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Tutor enters a learner's original story into the computer. Program analyzes it for sentence length, word length, and frequency of word use. It can also create tests using words from the story, and print out both stories and tests.
GR.LEV.: 2-6 MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Reading Writing Utility

TITLE: Learning About Words
PUBLISHER: Intelligent Software
GAME: DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Consonant combinations, prefixes, suffixes and root words, contractions compound words, and possessives.
GR.LEV.: 4-6 MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Reading Writing

TITLE: Learning To Read- Letters, Words and Sentences
PUBLISHER: Peachtree Software
GAME: DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 9 disks, manual
SUMMARY: This is a four volume series designed to teach beginning reading skills phonetically, using the ECHO II speech synthesizer. It is very systematic.
GR.LEV.: 1+ MAN.SYS.: X ADJSTBL.:
SUBJECT AREA: Reading

TITLE: Learning Through Logo
PUBLISHER: Sunburst
GAME: X DRILL&PRAC.: INSTR.: X CCD: SUPERT.:
CONTENTS: 1 disk, game cards, teachers' guide
SUMMARY: Basic learning activities using logo (see Exploring Logo).
Must be used with the Apple Logo disk.
GR.LEV.: 3-6 MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Problem-solving Reading Math

TITLE: M-ss-ng L-nks English Editor
PUBLISHER: Sunburst
GAME: X DRILL&PRAC.: X INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, teachers' guide
SUMMARY: Enter your own reading passages, from books, magazines, newspapers, etc., for use in the M-ss-ng L-nks fill in the blanks game. Blanks can be set in different formats to vary the difficulty. Develops comprehension, and also grammar and spelling. This is especially good for making the M-ss-ng L-nks game, which has been very popular, accessible to learners who are low level. Entries may be as simple as lists, and language experience stories are also appropriate.
GR.LEV.: 4-12 MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Reading Writing Utility

TITLE: M-ss-ng L-nks Micro-encyclopedia
PUBLISHER: Sunburst
GAME: X DRILL&PRAC.: X INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, teachers' guide
SUMMARY: Fill in the blank program using passages on various interesting facts. Blanks can be set in different formats, varying the difficulty.
Develops comprehension, and also grammar and spelling.
GR.LEV.: 4-10 MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Reading Writing

TITLE: M-ss-ng L-nks Classics, Old and New
PUBLISHER: Sunburst
GAME: X DRILL&PRAC.: X INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, teachers' guide
SUMMARY: Fill in the blanks program using passages by authors such as Heaing-way, Shakespeare, Twain and others. Blanks can be set in different formats to vary the difficulty.
Develops comprehension and also grammar and spelling.
GR.LEV.: 6-12 MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Reading Writing

TITLE: Magic Slate
PUBLISHER: Sunburst
GAME: DRILL&PRAC.: INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, teachers' guide incl. many teaching ideas
SUMMARY: This is another easy-to-use word processing program. It comes with large type (20 column), medium type (40 column), and small type (80 column) versions, all using the same commands. There is an extensive teachers' guide, including lesson plans for the 20 and 40 column versions.
(For a short description of word-processing, see Bank St. Writer.)
GR.LEV.: 1+ MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Reading Writing Utility

TITLE: MasterType
PUBLISHER: Scarborough
GAME: X DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 2 disks, manual
SUMMARY: A program for learning to touch-type. A "training ground" disk has typing exercises, and a second disk contains a game in which the user defends a spaceship from attacking letters or words.
GR.LEV.: 4-10 MAN.SYS.: X ADJSTBL.: X
SUBJECT AREA: Reading Writing

TITLE: Micro Read
PUBLISHER: American Educational Computer, Inc.
GAME: DRILL&PRAC.: X INSTR.: CCD: SUPERT.: X
CONTENTS: 65 disks, users' guide, skills index, story cards
SUMMARY: This is a reading program for practice with word analysis and comprehension skills. It uses the SuperTalker for the first three levels, which enables the computer to say many of the instructions and words being used in activities.
GR.LEV.: 1-8 MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Reading

TITLE: Micro Spell
PUBLISHER: American Educational Computer, Inc.
GAME: DRILL&PRAC.: X INSTR.: X CCD: SUPERT.: X
CONTENTS: 27 program disks, 20 blank student disks,teachers' guide, word lists
SUMMARY: This is a comprehensive spelling program for grades 2-8. It uses a test -teach-test approach toward mastery of 4,233 words. The SuperTalker enables the computer to say the words being studied. It's possible to create your own word lists for use in the program, though authored lists will not be spoken aloud.
GR.LEV.: 2-8 MAN.SYS.: X ADJSTBL.:
SUBJECT AREA: Reading Writing

TITLE: MicroType-- The Wonderful World of Paws.
PUBLISHER: Southwestern Publishing
GAME: X DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Introduction to the keyboard. Typing skills. This is our most popular keyboarding program.
GR.LEV.: 3-9 MAN.SYS.: X ADJSTBL.: X
SUBJECT AREA: Reading Writing

TITLE: Phrase Reading I
PUBLISHER: Creative Curriculum
GAME: DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Uses suspense stories as the substance for exercises that work on fluency, vocabulary development, peripheral vision, and short-term visual memory.
GR.LEV.: 4-9 MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Reading

TITLE: Print Shop
PUBLISHER: Broderbund
GAME: DRILL&PRAC.: INSTR.: CCD: SUPERT.:
CONTENTS: 2 disks, manual
SUMMARY: Program for making greeting cards, letterhead, signs and banners. Very easy to use. Formats are somewhat limited.
Good introduction to using the computer. Lots of fun. Sneaky way to work with some writing.
GR.LEV.: 1 + MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Reading Writing Utility

TITLE: Reading Comprehension - What's Different?
PUBLISHER: PDI
GAME: X DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 1 disk, user's guide
SUMMARY: Works on reading comprehension and catagorization skills. User selects a word that does not belong in a series of four words.
GR.LEV.: 4-9 MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Reading

TITLE: Roots/Affixes
PUBLISHER: Hartley
GAME: DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: 21 lessons on roots, prefixes and suffixes. Emphasis is on use of affixes to decipher word meaning and increase vocabulary. Lessons increase in difficulty.
GR.LEV.: 4-9 MAN.SYS.: X ADJSTBL.:
SUBJECT AREA: Reading

TITLE: School Utility - Readability
PUBLISHER: MECC
GAME: DRILL&PRAC.: INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: This is a program that will calculate the readability level of a piece of text. You type in a section of it, and the computer tells you what grade level it is.
GR.LEV.: 5 + MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Reading Utility

TITLE: Sentence Combining I
PUBLISHER: Milliken
GAME: X DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 3 disks, teachers' guide, reproducible masters
SUMMARY: Sentence Combining I is designed to teach three areas of writing skills --sentence-sense, knowing what a sentence is; sentence-fluency, combining appropriate sentence parts to write more mature sentences; and selected usage and transcription skills: knowing adverb form, pronoun form, subject/verb agreement, possessives, and basic comma rules.
GR.LEV.: 4+ MAN.SYS.: X ADJSTBL.:
SUBJECT AREA: Reading Writing

TITLE: Snooper Troops/ Case #1 Granite Point Ghost
PUBLISHER: Spinnaker
GAME: X DRILL&PRAC.: INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, 2 copies users' guide/"case notebook"
SUMMARY: This is an adventure program that involves such skills as note-taking, map-drawing, classification and organization of information, and reasoning. Some information comes and goes on the screen pretty quickly. User tries to solve a mystery.
GR.LEV.: 5+ MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Reading Writing Problem Solving

TITLE: Special Needs Vol. II
PUBLISHER: MECC
GAME: DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Four programs that need very little work on the keyboard to use (they were originally designed for motor-impaired students). Contains an arithmetic practice, a drill on making change, a simulation of a food web, and a music program.
GR.LEV.: 1-6 MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Reading Math

TITLE: Spelltronics
PUBLISHER: Educational Activities, Inc.
GAME: DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 3 disks, teachers' guide
SUMMARY: This is a tutorial spelling program designed to teach linguistic concepts, organized in spelling units. It contains 24 lessons of ten words each, to teach short vowel patterns, long vowel patterns, consonant patterns, endings, useful words, and unexpected spellings.
GR.LEV.: 3-9 MAN.SYS.: X ADJSTBL.:
SUBJECT AREA: Reading Writing

TITLE: Storyboard
PUBLISHER: Holt, Rinehart and Winston
GAME: X DRILL&PRAC.: INSTR.: CCD: SUPERT.:
CONTENTS: 2 disks, users' guide
SUMMARY: This is a text deletion and reconstruction authoring program; the text under study is obliterated and replaced by asterisks. The user recreates the text by guessing words, and the computer reveals them in the text wherever they appear. Good for working on comprehension. This is only an authoring program; text must be entered (it's easy) before it can be used.
GR.LEV.: 2+ MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Utility Reading

TITLE: Talking Screen Textwriting Program
PUBLISHER: Computing Adventures
GAME: DRILL&PRAC.: INSTR.: CCD: SUPERT.:
CONTENTS: 2 disks, users' guide
SUMMARY: Talking Screen is a word processing program that uses a speech synthesizer to enable the computer to "say" what you have written out loud. It uses the ECHO II speech synthesizer. The speech sometimes sounds a little wrong, but the program includes a feature that lets you "teach" the computer how to say a word right.
GR.LEV.: 1+ MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Reading Writing

TITLE: The Great-Maine-to-California Race
PUBLISHER: Hayden
GAME: X DRILL&PRAC.: INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, user's guide
SUMMARY: This is a geography game with questions about state capitals, comparative populations and sizes, boundaries, important geographic features, nicknames and other interesting facts about the fifty states in the United States.
GR.LEV.: 4+ MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Reading

TITLE: The Tool Kit
PUBLISHER: Hi Tech
GAME: DRILL&PRAC.: INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, teachers' guide
SUMMARY: Four programs for designing tests, quizzes, lessons and puzzles. This is a very easy to use, very flexible authoring program.
GR.LEV.: 6-12 MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Utility Reading

TITLE: Using Phonics In Context
PUBLISHER: Educational Activities, Inc.
GAME: DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 5 disks, teachers' manual incl. student activity sheets
SUMMARY: This is a phonics tutorial program that teaches decoding in a high interest, low vocabulary context.
GR.LEV.: 2-8 MAN.SYS.: X ADJSTBL.:
SUBJECT AREA: Reading

TITLE: Verb Viper
PUBLISHER: DLM
GAME: X DRILL&PRAC.: X INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Arcade game format for working on subject-verb agreement. Specific content and difficulty, speed and length of game are adjustable. Some comfort with the concept and reading ability are necessary since the race-the-clock feature cannot be turned off completely.
GR.LEV.: 4-9 MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Reading Writing

TITLE: Vocabulary Mastery B
PUBLISHER: Regents/ALA
GAME: X DRILL&PRAC.: X INSTR.: CCD: SUPERT.:
CONTENTS: 6 disks, teachers' guide including word lists
SUMMARY: Uses fill-in-the-blank sentences for learning vocabulary. Designed for ESL, but also useful drill for reading. Simple, and very comprehensive.
GR.LEV.: 4+ MAN.SYS.: X ADJSTBL.: X
SUBJECT AREA: Reading

TITLE: Vocabulary Mastery A
PUBLISHER: Regents/ALA
GAME: X DRILL&PRAC.: X INSTR.: CCD: SUPERT.:
CONTENTS: 6 disks, teachers' guide including word lists
SUMMARY: Uses fill-in-the-blank sentences for learning vocabulary. Designed for ESL (English as a Second Language), but also useful for drill for reading. Simple, and very comprehensive.
GR.LEV.: 2+ MAN.SYS.: X ADJSTBL.: X
SUBJECT AREA: Reading

TITLE: Vocabulary - Dolch
PUBLISHER: Hartley
GAME: DRILL&PRAC.: X INSTR.: CCD: X SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Word lists are from the Dolch list, pre-reading to third grade level. Requires use of the CCD and tapes. Tapes must be recorded by staff and/or tutors.
GR.LEV.: 1-3 MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Reading

TITLE: Vowels
PUBLISHER: Hartley
GAME: DRILL&PRAC.: X INSTR.: X CCD: X SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: 53 lessons with 20 words each, covering long and short vowels, double vowels, diphthongs, r-controlled vowels and the schwa. User hears the word and sees it on the screen missing a vowel or vowel combination. S/he types in the missing letters and program either says it's right or corrects the letters. Requires use of CCD and tapes. Tapes must be recorded by staff or tutors.
GR.LEV.: 1-4 MAN.SYS.: X ADJSTBL.:
SUBJECT AREA: Reading

TITLE: Vowels Tutorial
PUBLISHER: Hartley
GAME: DRILL&PRAC.: X INSTR.: X CCD: X SUPERT.:
CONTENTS:
SUMMARY: User sees visual stimulus such as "r__t," and hears "rat." User types in missing letter or letters. If an error is made, program branches to a brief tutorial with a picture of a word with the same sound. Requires use of tapes and a CCD. Tapes must be recorded by staff or tutors.
GR.LEV.: 1-4 MAN.SYS.: X ADJSTBL.:
SUBJECT AREA: Reading

TITLE: Wally's Word Works: Elem., Jr. High, Sr. High
PUBLISHER: Sunburst
GAME: X DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 6 disks, 3 teachers' guides, in three binders
SUMMARY: This program works on learning parts of speech. User directs Wally the Wallabee to select words out of a sentence and to deposit them in parts-of-speech pockets on the screen.
Includes an authoring feature (you add your own sentences).
GR.LEV.: 4+ MAN.SYS.: X ADJSTBL.:
SUBJECT AREA: Reading

TITLE: Wizard of Words
PUBLISHER: Advanced Ideas
GAME: X DRILL&PRAC.: X INSTR.: CCD: SUPERT.:
CONTENTS: 2 disks, manual
SUMMARY: Five word games, several with a choice of level of difficulty. Contains a jumble-type game, a hangman-type, find all the short words in a long word, and a crossword-puzzle-type. A final option lets the user create word lists for use in the first two games.
GR.LEV.: 1-6 MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Reading

TITLE: Word Attack!
PUBLISHER: Davidson
GAME: X DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 9 disks, manual
SUMMARY: Four learning activities, an arcade game and an editor for adding new words, working on vocabulary development. Some pretty obscure words now & then. We have seven graded data disks, which use a different key to select a word list --please look at labels on the disk envelopes. NOTE: the text design in this pro gram can be difficult for some people to get used to, esp. letters "e" and "a." But the program has nonetheless been very popular.
GR.LEV.: 2-10 MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Reading

TITLE: Word Challenge
PUBLISHER: Hayden
GAME: X DRILL&PRAC.: INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, users' guide
SUMMARY: A boggle-like word game.
GR.LEV.: 2+ MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Reading Writing

TITLE: Word Invasion
PUBLISHER: DLM
GAME: X DRILL&PRAC.: X INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Arcade game format for learning to recognize parts of speech. Specific content and difficulty, speed and length of game are adjustable. Some comfort with the content is necessary since the race-the-clock feature cannot be turned off completely.
GR.LEV.: 4-9 MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Reading Writing

TITLE: Word Man
PUBLISHER: DLM
GAME: X DRILL&PRAC.: X INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Arcade game format for word building through patterns. Specific content and level of difficulty, speed and length of game are adjustable. Not for a very beginner since type is a little hard to read, and race-the-clock feature cannot be turned off completely.
GR.LEV.: 3-6 MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Reading

TITLE: Word Master
PUBLISHER: DLM
GAME: X DRILL&PRAC.: X INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Arcade game format for working on antonyms/synonyms and homonyms. Specific content and level of difficulty, speed and length of game are adjustable. Some degree of comfort with the skill is necessary since the race-the-clock feature cannot be turned off completely.
GR.LEV.: 4-6 MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Reading

TITLE: Word Radar
PUBLISHER: DLM
GAME: X DRILL&PRAC.: X INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Arcade game format works on sight word recognition. Specific content, level of difficulty,speed and length of game are adjustable. Race-the-clock feature cannot be turned off completely.
GR.LEV.: 2-6 MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Reading

TITLE: Word Spinner
PUBLISHER: The Learning Company
GAME: X DRILL&PRAC.: X INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Drill and practice program in game format. Practice with letter patterns, word recognition, spelling. User experiments with a variety of letter combinations to build 3 and 4 letter words. Race-the-clock or work at own pace. Very popular program. Good way to introduce the computer.
GR.LEV.: 1-6 MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Reading

TITLE: Word Wizards
PUBLISHER: MECC
GAME: X DRILL&PRAC.: X INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, teacher's guide
SUMMARY: Four colorful graphic programs to enhance spelling and word recognition Word lists must be created for this program (by tutor or staff) and saved onto a data disk. Check to see if anything is available.
GR.LEV.: 1-6 MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Reading Writing Utility

TITLE: Wordplay
PUBLISHER: Hartley
GAME: X DRILL&PRAC.: X INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Three programs drawing from the same 25 lists of modifyable words.
1. Word grabber--guess the letters of a word so it may be "munched."
2. Crypto-word--user solves a word puzzle by solving a code. Emphasizes prefixes, suffixes and word patterns.
3. Jumble word--user unscrambles letters of a jumbled word.
GR.LEV.: 3-8 MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Reading

TITLE: Wordsearch
PUBLISHER: Hartley
GAME: X DRILL&PRAC.: INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, users' guide
SUMMARY: Helps user create a wordfind. You put in the words (up to 22); the computer generates a grid of letters with the words "hidden" in it.
GR.LEV.: 1+ MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Reading Utility

TITLE: Alien Addition
PUBLISHER: DLM
GAME: X DRILL&PRAC.: X INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Arcade game format practice with whole number addition. Choose range of numbers :0-3, 0-6, or 0-9. Skill level, speed and length of game can be adjusted.Some skill is necessary since race-the-clock feature cannot be turned off completely. Comes with flashcards.
GR.LEV.: 2-10 MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Math

TITLE: Alligator Mix
PUBLISHER: DLM
GAME: X DRILL&PRAC.: X INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Arcade game format. Mixed whole number addition and subtraction. Skill level, speed and length of game can be adjusted. Some degree of comfort with the skills is necessary since the race-the-clock feature cannot be turned off completely.
GR.LEV.: 2-10 MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Math

TITLE: Arith-magic II
PUBLISHER: QED
GAME: X DRILL&PRAC.: INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, instruction book
SUMMARY: Math games with a focus on comprehension of DIMENSION (area, perimeter, etc.).
GR.LEV.: MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Math Problem solving

TITLE: Arith-magic
PUBLISHER: QED
GAME: X DRILL&PRAC.: INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, instruction book
SUMMARY: Math games with arithmetic.
GR.LEV.: MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Math Problem-solving

TITLE: Automotive Technician Mathematics V.II
PUBLISHER: MECC
GAME: DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 1 disk, support manual
SUMMARY: Tutorial and drill in arithmetic skills especially as applied in auto mechanics. Concentration on decimal and percent problems. Skills should be taught first. Problems are mostly in the form of word problems.
GR.LEV.: 7-12 MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Math

TITLE: Automotive Technician Mathematics Vol. I
PUBLISHER: MECC
GAME: DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 1 disk, support manual
SUMMARY: Tutorial and drill in arithmetic skills especially as applied in auto-mechanics. Concentration on whole numbers and fractions. Skills should be taught first. Problems are mostly in the form of word problems.
GR.LEV.: 7-10 MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Math

TITLE: Bumble Plot
PUBLISHER: The Learning Company
GAME: X DRILL&PRAC.: INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, teachers' guide
SUMMARY: Game for getting experience with coordinates, positive and negative numbers.
GR.LEV.: 4-8 MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Math

TITLE: Decimals
PUBLISHER: QED
GAME: DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 3 disks, teachers' guide
SUMMARY: Activities to develop ability to work with decimals.
GR.LEV.: MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Math

TITLE: Demolition Division
PUBLISHER: DLM
GAME: X DRILL&PRAC.: X INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Arcade game format for practicing whole number division. Range of numbers, skill level, speed and length of game can be adjusted. Some degree of comfort with the skill is necessary since the race-the-clock feature cannot be turned off completely.
GR.LEV.: 2-10 MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Math

TITLE: Dragon Mix
PUBLISHER: DLM
GAME: X DRILL&PRAC.: X INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Arcade game format. Mixed practice with whole number multiplication and division. Range of numbers, skill level, speed and length of game can be adjusted. Some degree of comfort with the skills is necessary since the race-the-clock feature cannot be turned off completely.
GR.LEV.: 2-10 MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Math

TITLE: Exploring Logo
PUBLISHER: Sunburst
GAME: X DRILL&PRAC.: INSTR.: X CCD: SUPERT.:
CONTENTS: 1 disk, guidebook, activity cards
SUMMARY: Logo is a computer language that is easy to learn and use. This program is a way to explore using logo and learn basic concepts of computer programming and problem solving.
Must be used with the Apple Logo disk.
GR.LEV.: 4-12 MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Problem-solving Reading Writing Math

TITLE: Factoring Whole Numbers
PUBLISHER: QED
GAME: DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 3 disks, teachers' guide
SUMMARY: Activities to develop ability to factor whole numbers.
GR.LEV.: MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Math Problem-solving

TITLE: Fractions
PUBLISHER: QED
GAME: DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 3 disks, teachers' guide
SUMMARY: Activities to develop abililty to work with fractions.
GR.LEV.: MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Math

TITLE: Gears
PUBLISHER: Sunburst
GAME: X DRILL&PRAC.: INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, teachers' guide
SUMMARY: User builds "gear trains," a series of gears that drive one another. They choose number of gears and number of teeth in each gear. They experiment and predict relationship between how many times first gear turns and how many last one will.
GR.LEV.: 6-12 MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Math Problem-solving

TITLE: KET Math
PUBLISHER: Kentucky Educational Television
GAME: DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 6 disks, teachers' guide, student guide
SUMMARY: This is a computer program that coordinates with a video program, "KET Adult Math." Starts with fractions (roughly GED preparation level).
GR.LEV.: 6+ MAN.SYS.: X ADJSTBL.:
SUBJECT AREA: Math Problem Solving

TITLE: Learning Through Logo
PUBLISHER: Sunburst
GAME: X DRILL&PRAC.: INSTR.: X CCD: SUPERT.:
CONTENTS: 1 disk, game cards, teachers' guide
SUMMARY: Basic learning activities using logo (see Exploring Logo).
Must be used with the Apple Logo disk.
GR.LEV.: 3-6 MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Problem-solving Reading Math

TITLE: Math Blaster
PUBLISHER: Davidson
GAME: X DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Memorize math facts, improve accuracy and speed. Disk has four learning activities:a display of math facts, two activities for working problems and an arcade-style game. Easy to use reference manual.
GR.LEV.: 1-8 MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Math

TITLE: Math Ideas With Base Ten Blocks
PUBLISHER: Cuisenaire Co. of America
GAME: DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 1 disk, study guide incl. instructional ideas, (there are base ten blocks in the Learning Center).
SUMMARY: Activities to reinforce work on counting, comparing, adding, subtracting, multiplying or dividing whole numbers.
GR.LEV.: 5-10 MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Math

TITLE: Meteor Multiplication
PUBLISHER: DLM
GAME: X DRILL&PRAC.: X INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Arcade game format practice in whole number multiplication. Range of numbers, skill level, speed and length of game are adjustable. Some degree of comfort with the skill is necessary since the race-the-clock feature cannot be turned off completely.
GR.LEV.: 2-10 MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Math

TITLE: Minus Mission
PUBLISHER: DLM
GAME: X DRILL&PRAC.: X INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Arcade game format practice in whole number subtraction. Range of numbers, skill level, speed and length of game are adjustable. Some degree of comfort with the skill is necessary since the race-the-clock feature cannot be turned off completely.
GR.LEV.: 2-10 MAN.SYS.: ADJSTBL.: X
SUBJECT AREA: Math

TITLE: Proportions and Percents
PUBLISHER: QED
GAME: DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 3 disks, teachers' guide
SUMMARY: Activities to develop abilitiy to work with proportions and percents.
GR.LEV.: MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Math Problem-solving

TITLE: Puzzle Tanks
PUBLISHER: Sunburst
GAME: X DRILL&PRAC.: INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, teachers' guide
SUMMARY: A game of numbers and logic that develops both arithmetic skills and problem-solving skills.
GR.LEV.: 3-8 MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Math Problem-solving

TITLE: Special Needs Vol. II
PUBLISHER: MECC
GAME: DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 1 disk, manual
SUMMARY: Four programs that need very little work on the keyboard to use (they were originally designed for motor-impaired students). Contains an arithmetic practice, a drill on making change, a simulation of a food web, and a music program.
GR.LEV.: 1-6 MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Reading Math

TITLE: SRA Computer Drill and Instruction:Mathematics Level D
PUBLISHER: SRA
GAME: DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 12 disks, teachers' guide
SUMMARY: Computation, numbers and numeration, fractions, decimals, ratio and per cent, measurement, pre-algebra, and math applications. Optional management program.
GR.LEV.: 7-10 MAN.SYS.: X ADJSTBL.:
SUBJECT AREA: Math Problem-solving

TITLE: SRA Computer Drill and Instruction:Mathematics Level C
PUBLISHER: SRA
GAME: DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 15 disks, teachers' guide
SUMMARY: Addition, subtraction, multiplication and division of whole numbers, whole number concepts, fractions and decimals. Optional management program.
GR.LEV.: 5-7 MAN.SYS.: X ADJSTBL.:
SUBJECT AREA: Math

TITLE: SRA Computer Drill and Instruction::Mathematics Level B
PUBLISHER: SRA
GAME: DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 12 disks, teachers' guide
SUMMARY: Addition, subtraction, multiplication and division of whole numbers, whole number concepts, fractions. Optional management program.
GR.LEV.: 3-5 MAN.SYS.: X ADJSTBL.:
SUBJECT AREA: Math

TITLE: SRA Computer Drill and Instruction:Mathematics Level A
PUBLISHER: SRA
GAME: DRILL&PRAC.: X INSTR.: X CCD: SUPERT.:
CONTENTS: 8 disks, teachers' guide
SUMMARY: Lessons on addition and subtraction of whole numbers and whole number concepts (such as place value, comparison etc.). Optional management program.
GR.LEV.: 1-3 MAN.SYS.: X ADJSTBL.:
SUBJECT AREA: Math

TITLE: Teasers By Tobbs
PUBLISHER: Sunburst
GAME: X DRILL&PRAC.: X INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, teachers' guide
SUMMARY: This is a program that has simple math puzzles that drill arithmetic computation and require and develop problem solving skills.
GR.LEV.: 1+ MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Math Problem Solving

TITLE: The Factory
PUBLISHER: Sunburst
GAME: X DRILL&PRAC.: INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, teachers' guide
SUMMARY: User designs a factory that has three machines-- puncher, stripe-painter and rotator-- and then plays with what gets created, duplicating it, etc.
GR.LEV.: MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Problem-solving Math

TITLE: The Whatsit Corporation
PUBLISHER: Sunburst
GAME: DRILL&PRAC.: INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, teachers' manual, reproducible masters
SUMMARY: This is a simulation program that allows users to run a small, one product business for six simulated months. Its main focus is on developing consumer and survival math skills. Many preparatory and follow-up activities are included with the teachers' manual. Especially good as a group activity.
GR.LEV.: 5+ MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Math Problem Solving

TITLE: Tobbs Learns Algebra
PUBLISHER: Sunburst
GAME: X DRILL&PRAC.: INSTR.: CCD: SUPERT.:
CONTENTS: 1 disk, teachers' guide
SUMMARY: Program contains puzzles in which user learns to use a simple formula to complete numbers in a grid.
GR.LEV.: 3-10 MAN.SYS.: ADJSTBL.:
SUBJECT AREA: Math Problem-solving

LAST MINUTE ADDITIONS

We recently purchased three programs that are not on the foregoing list. They are:

Test Teacher Author
Breaking Language Barriers
Language Teacher

published by Computerized Educational Resources, Inc.

Each of these programs contains a disk, and two manuals, one for the instructor and one for the student.

Test Teacher Author is a computer quiz game and authoring system for instructors.

Breaking Language Barriers is a computerized assessment tool, with attention to differences between Black English and Standard English.

Language Teacher is a computerized quiz game and authoring system.

The existing material on these disks is high level--8-12 grade. We have not used them much with learners yet.

LEAP VIDEO MATERIALS

Reading

Cambridge Practical Reading, V. 1-6

Six half-hour video programs using both dramatic and instructional segments to work on reading comprehension skills. Titles of units: 1) Reading For Facts; 2) Finding the Main Idea; 3) Finding an Unstated Main Idea; 4) Making Inferences; 5) Using Sources of Information; 6) Understanding Forms.
To be used with a study guide.

KET/Cambridge GED Reading, V.1-13

Thirteen half-hour video programs covering reading comprehension in general, reading social studies material, reading science, and reading literature. To be used with a study guide which includes before-, during- and after-watching activities.

Address: Cambridge
888 Seventh Ave.
NY, NY 10106 800-221-4764

Time/Life Video Reading Efficiency System, V. 1-12

Twelve half-hour video programs with a focus on developing more efficient reading through improved comprehension, vocabulary and reading-rate. Includes two drill books and a teachers' guide. This is a fairly advanced program.

Address: Time/Life Video
100 Eisenhower Dr.
PO Box 644
Paramus, NJ 07653 800-526-4663

Writing

"I Found a Dollar Walking Home": Solving Common Sentence Problems.
The Center For Humanities.
One one-hour video program.

Concentrates on common gramatical problems such as: run-on sentences, comma splices and fragments. Also deals with subject/verb, and pronoun/antecedent agreement, unclear reference, and misplaced and dangling modifiers.
Includes teachers' guide.

Write It Right: It Starts With Paragraphs.
The Center For Humanities
One one-hour video program.

This is about the importance of considering audience and purpose in writing, and proper paragraph construction, with emphasis on developing strong topic sentences
Includes teachers' guide.

Address: The Center For Humanities
Communications Park, Box 3000
Mount Kisco, NY 10549-900
800-431-1242

Math

KET Adult Math V. 1-15

Fifteen half-hour video programs with an approach of blending math principles and computational skills. This program requires facility with whole-number operations as a starting point. To be used with a study guide.

Address: Kentucky Educational Television
600 Cooper Dr.
Lexington, KY 40502
606-233-3000

Tutor Training

The Right to Read
SCIL (Student Centered Individualized Learning) Parts 1 & 2
Frontier College

One 75 min. video program depicting tutoring techniques. An organizer's guide and tutor manual are also available from Frontier.

Address: Frontier College
31 Jackes Ave.
Toronto, Ontario M4T 1E2
Canada

Teaching Adults to READ
Adair Films
A four-part 84 minute color video.
Pt.1) Stories and interviews with adult learners, Pt.2) Using Language Experience, Pt.3) Language Experience and Specific Reading Skills, Pt.4) Activities for Intermediate Learners.

Address: Adair Films
2051 3rd St.
San Francisco, CA 94107
415-621-6500

LITERACY FOR EVERY ADULT PROJECT- RICHMOND PUBLIC LIBRARY
RICHMOND, CA, 94804 (415) 620-6565

TAPES FOR ENGLISH AS A SECOND LANGUAGE

Most of these tape programs need some INSTRUCTION. Generally, units follow a basic pattern, so you can listen to one unit to know how to prepare your student to use the whole program. Remind them that they are in control of the tape. Encourage your student to STOP the tape to repeat if not enough room is left on the tape for doing that. Also, encourage him or her to REWIND the tape to do a portion of a lesson twice, or to listen to instructions a second time.

1) AROUND TOWN- SITUATIONAL CONVERSATION PRACTICE
By Michael Okenden/Timothy Jones
Contents: 2 cassette tapes
1 text

Forty-four different situations, each consisting of four short, informal dialogs with interchangable lines. Following the dialogs are exercises for practicing some of the constructions.

2) BUSINESS TELEPHONE SKILLS
by Carolyn Feuille-Le Chevallier
Contents: 1 cassette tape
1 teachers' guide
1 student book

Dialog exercises designed to introduce vocabulary, develop listening comprehension, and learn cultural concepts of American telephone usage by introducing common telephone situations. Lessons include note-taking practice, comprehension questions, dialog writing and practice, and telephone practice activities.

3) IN TOUCH ONE & TWO- A BEGINNING AMERICAN ENGLISH SERIES
by Oscar Castro and Victoria Kimbrough
Contents: 6 cassette tapes
2 student books
2 workbooks
(This program is packaged in two separate binders.)

Twenty-four units. Each unit is organized around a dialog. Units include repetition exercises for pronounciation practice and vocabulary and comprehension development through guided questions-and-response construction, structured around key topics brought up in the dialog (like greetings, or requests). Follow-up activities include writing exercises and word puzzles.

4) LISTENING IN THE REAL WORLD
by Michael A. Rost and Robert K. Stratton
Contents: 7 cassette tapes
1 student book

This program, with thirty six lessons, concentrates on the difference between English as it is usually learned in the classroom, and how it is actually spoken in the "real world," i.e. with words run together, contractions, etc.

5) LISTENING TASKS-
FOR INTERMEDIATE STUDENTS OF AMERICAN ENGLISH
by Sandra Schecter
Contents: 1 cassette tape
student's book
teachers' manual and answer key

Designed to help students listen for the substance of what someone is saying and pick out the information they really need to know. In addition to the listening tasks, the lessons have reading and writing tasks, related to the theme of each unit. Doing the writing is important, so it would be good to be prepared with copies (that the student may write on) of the lessons.

6) SOUNDS EASY-A PHONICS PROGRAM FOR BEGINNING ESL STUDENTS
by Sharron Bassano
Contents: 1 cassette tape
3 workbooks (consonants, initial clusters and final clusters)

Very beginning letter names and sounds.

7) SPEAKING NATURALLY:
COMMUNICATION SKILLS IN AMERICAN ENGLISH
by Bruce Tillitt and Mary Newton Binder
Contents: 1 cassette tape
study guide

Designed to teach students how to speak appropriately in different situations. Lessons include recorded dialogs and phrases, discussion, and some more open-ended follow-up activities. NOTE: Does not leave room to repeat on the tape.

8) VOICES OF AMERICA: LISTENING MADE EASY, STEP-BY-STEP
by Nina Weinstein
Contents: 2 cassette tapes
text

Five interviews with first- and second-generation Americans, divided into short, managable segments with step-by-step activities to help students understand English spoken at a normal pace.

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